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ABSTRACT

Two bibliographies contain a total of 192 English language annotations of newspaper articles and government publications about education in five North African countries. The items were published during the period January-June, 1975. Volume one contains a chapter for each country and a special section on school failures. Entries for each country fall into categories of philosophy and theory of education, educational organization, teaching methods and aids, special education, agricultural education, and Arabization and bilingualism. Volume two contains one chapter for each country with subject categories similar to those in volume one. Both volumes conclude with lists of authors and periodical sources. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

MAGHREB

ALGERIA

LIBYA

MOROCCO

TUNISIA

Vol. 9 No. 1 1975

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P R E F A CEE

Combatting illiteracy preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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I. MAGHREB

Philosophy and theory of education

1. "Conférence des Ministres Maghrebins de l'education. Les travaux des commissions d'histoire du Maghreb et de l'arabe fondamental" (Conference of the Maghreb ministers of education. The works of the committees of the history of the Maghreb and of basic Arabic). La Presse, March 1, 1975, p. 3 (1/3 p.).

In this article, various members of the committees express their ideas. Mr. Bechir Tlili discusses the work of the committee on history. Four essential points are to be kept in mind: exchange of information on teaching and programs; reinforcement of studies and research on Maghreb history; creation of a Maghreb Institute of Studies and Historical Research; campaigns for the gathering and preservation of the national heritage.

In the opinion of Ammar Mahjoubi, common projects should be carried out - atlases, a dictionary, a history of the Maghreb.

Taieb Baccouche, professor at the Ecole Nationale supérieure, discusses the problem of basic Arabic. The relation of this language to the child's native language is an important and difficult problem, and it must be considered. Studies have pointed up statistically the divergence between the "classical" vocabulary and the child's maternal vocabulary.

Educational organization

2. "Au seminaire nord africain sur l'utilisation de l'anglais. Mr. Guiga: Nous donnons une grande importance à l'enseignement de la langue anglaise" (At the north African seminar on the use of English. Mr. Guiga: We attach great importance to the teaching of the English language). L'Action, March 1, 1975, p. 5 (3col.).

The Ford Foundation organized in Tunisia a seminar on the use of English in north Africa for those whose profession requires the knowledge and use of that language. The minister of education, Mr.Guiga, emphasized the increasingly frequent use of English, and the choice place it occupies in Tunisian education as a second foreign language, following French. It is, he said, a fact that English is a vital instrument in the process of development, and that translations are not sufficient. Students and teachers must be provided access to information in English, through appropriate instruction.

Teaching methods and aids

3. "Fin des travaux de la conférence Maghrébine de l'Education. Harmoniser les structures éducationnelles avec les programmes d'enseignement" (End of the work of the Maghreb Conference on Education. Harmonizing the educational structures with the teaching programs). La Presse, February 22, 1975, p. 5 (2 col.).

During the closing session, a reading was made of the recommendations of the four committees of the conference. These included an Arabic vocabulary, unification of methods of teaching the history of the Maghreb, exchanges of experience in the educational field, education of the children of migrant Maghreb workers. The article lists the various recommendations of each committee.

Arabization and bilingualism

4. "Ouverture de la 4° conférenc des ministres de l'Education et de l'Enseignement du Maghreb. Pour une meilleure coordination entre les systèmes éducationnels maghrébins" (Opening of the fourth conference of ministers of education and teaching of the Maghreb. Toward a better coordination among the educational systems of the Maghreb). La Presse, February 19, 1975, p. 4 (1 1/2 col.).

The Tunisian minister of education gave a report on the accomplishments so far in unifying the teaching programs in the countries of the Maghreb, in universalizing the use of the Arabic language, and in establishing the equivalence of diplomas. He then gave a brief picture of the educational situation in Tunisia.

The educational system has been judged unsuited to the rate of the country's development, and the decision has therefore been made for a general reform at the level of structures, orientations and programs. The minister concluded by expressing again the hope that Maghreb cooperation in the field of education will be reinforced.

Mr. Ben Mahmoud, minister of primary and secondary education in Algeria, emphasized the necessity for a common strategy.

5. "Conférence des ministres maghrébins de l'Education. Les Ministres algérien, marocain et mauritanien de l'enseignement à Tunis" (Conference of Maghreb ministers of education. The Algerian, Moroccan and Mauritanian ministers of education in Tunis). La Presse, February 18, 1975, pp. 1 & 6 (1 col.).

The conference is to study the fundamental vocabulary, an important element for primary school pupils; means to facilitate Arabic publishing and to favor cooperation; the teaching of the history of the Greater Arab Maghreb. This is the first such conference held since 1969.

II. ALGERIA

Philosophy and theory of education

6. Sraieb, Noureddine. Revue francaise d'études politiques méditérranéennes, Janvier 1975. "Dossier l'Algérie" (Dossier on Algeria), pp. 62-71.

The article concerns the educational policy of independent Algeria. As soon as the country had attained independence, it had to face serious problems connected with school enrollment of young people. Solutions adequate for a new country had to be found. At the time of independence, the school enrollment rate was less than 20%, and for this reason the Algerian authorities had to consider the school question as a priority one. But at what price? The efforts had to be made in two directions: planning educational programs with a national character, and seeing to it that young Algerians were given access to culture. The ultimate aim was universal school enrollment. At the very beginning, the principle of the Arabization of teaching was proclaimed... "Arabization to recover our personality, our cultural and historical heritage, our Arab-Islamic sources." In this spirit, new history and geography programs were drawn up.

The school enrollment effort required a considerable budget. In 1971, it represented 23% of the government budget, with 825,000,000 dinars and 2,431,600,000 dinars in 1973. Such a growth shows the priority accorded to school development.

7. Etienne, Bruno. "En ce vingtième anniversaire" (On this twentieth anniversary). In Revue francaise d'études politiques méditéranéennes, January 1975. Dossier l'Algérie, pp. 43-46.

Twenty years ago, one of the longest wars of national liberation of our times began: eight years of struggle and combat. One hundred and thirty years of conabitation with France could not fail to leave traces. With a difficult decolonization, the team of Boumediene understands that instead of breaking totally, it must open the doors to the expansion of French culture. For this reason, the old relations must be transformed into wise knowledge. The time has come when Algeria must cease to be an object of love and of hate, to give place to the rigor of the social sciences.

Educational organization - Secondary education

8. "Ministère des enseignements primaire et secondaire" (The ministry of primary and secondary teaching). Journal officiel (Official Gazette), March 11, 1975, p. 253.

This is the text of decree no. 75-33 of February 27, 1975, creating and specifying the conditions for the diploma of technician. This diploma is a secondary-level certificate giving access to higher education, and equivalent to the baccalaureat.

9. "Ministère des enseignements primaire et secondaire" (Ministry of Primary and Secondary Education). Journal officiel (Official Gazette), January 31, 1975, p. 135.

This is the text of decree no. 75-29 of January 22, 1975, modifying the conditions of seniority and promotion of primary and secondary school teachers.

10. "Ministère des enseignements primaire et secondaire" (The Ministry of Primary and Secondary Education). Journal Officiel (Official Gazette), February 21, 1975, p. 199.

This is the text of an interministerial decree of November 20, 1974, bearing on the reorganization of the baccalaureate degree. It specifies the composition of the baccalaureate examination, the frequency with which it is to be held, and the conditions under which the results are to be decided.

Educational organization - Higher education

11. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The Ministry of Higher Education and Scientific Research). Journal officiel (Official Gazette), February 4, 1975, p. 148.

The text of decree no. 75-30 of January 22, 1975, specifies the reorganization of the central administration of this ministry.

12. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The Ministry of Higher Education and Scientific Research). Journal officiel, (Official Gazette), February 7, 1975, p. 157.

This is the text of a decree of December 7, 1975, organizing juries for the evaluation of scientific works with a view to filling posts of conference masters in institutes of law and of economic sciences. It specifies the qualities required of those to be admitted.

13. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The Ministry of Higher Education and Scientific Research). Journal officiel (Official Gazette), March 25, 1975, p. 303.

A decree of January 24, 1975, specifies the opening of a special session of examinations for entry to the universities.

14. "Etablissement National Pour l'Exploitation Météorologique et Aéronautique (E.N.E.M.A.)" (The national establishment for meteorological and aeronautical operations). El Moudjahid, March 29, 1975, p. 9.

This article treats of the competitive recruitment of young Algerians for training in the field of civil aviation engineering. They must have a diploma in applied engineering. The studies last two years.

15. "Institut d'Hydrotechnique et de bonification" (The institute of hydrotechnology and of improvement). El Moudjahid, March 27, 1975, p. 11.

The institute of hydrotechnology and improvement offers young Algerians the opportunity to become engineers in the fields of improvement, large hydraulic works, agricultural and rural building, and water supply and city health.

Candidates must either hold the baccalaureate in science, or have the level of the third year of secondary school (scientific option). The latter attend first a preparatory year.

16. "Institut National Agronomique" (National Agronics Institute). El Moudjahid, March 27, 1975, p. 11.

In September 1975, the National Agronomics Institute will be recruiting new students for the 10-semester preparation for the diploma of "Agronomics engineer" (roughly equivalent to the bachelor's degree.

Candidates must possess the baccalaureate degree (scientific or technical series, and are paid a "presalary" of 600 Algerian dinars per month during the first 2 semesters, of 720 dinars per month during the third and fourth semesters, of 840 dinars per month during the fifth and sixth semesters, and of 960 dinars per month during the last four semesters.

Special Education

17. Touard, Danielle and Pierre Audibert. "Algérie: la formation est achetée avec l'usine" (Algeria: training is bought with the factory). Le Monde de l'éducation, no. 4, March 1975, pp. 46-47.

The idea of "factories with keys in hand" has been replaced by that of "factories with products in hand." The promotor is responsible for the construction and for the beginning of operations. All contracts include a clause covering training. At Skikda, the company "Technip" began training Algerian staff so soon as construction was begun on the first factory for the liquefaction of natural gas. Other experiments have also been done.

The training of the workers-operators is satisfactory, but uncertainty persists as to that of the more skilled staff. Improvements have been made thanks to cooperation between the Algerian company and the foreign company, which will disappear once its mission has been fulfilled and the necessary transfer of knowledge effected. The creation of mixed engineering companies might be considered. One domain remains in suspense: the training of immigrant workers.

Teaching methods and aids

18. "Arabisation: le livre scolaire entre la tradition et le renouveau" (Arabisation: the schoolbook between tradition and renovation). Revue de Presse, January 1975 (2 pp.).

In an article devoted to schoolbooks in the Arabic language, published in the September 1975 issue of the revue "Ettaqafa" of the Algerian ministry of information and culture, Professor Kheirallah Assar sketches out a report on the effort at renovation in Arabic language instruction and proposes certain orientations in this direction. He emphasizes the primordial role played by schoolbooks in the cultural training of young people. He points out the important efforts made in the fields of composition and publishing of schoolbooks in Arabic. The Arabic books now being used are, he says, still traditional in spirit and in representation. There have been radical developments in the Arabic language in recent years, but the supporters of Arabic are still sceptical with respect to these changes, and impose the linguistic norms and the texts of the past.

Agricultural education

19. "L'innovation pédagogique au service de la réforme agraire: l'ITA de Mostaganem, Algérie" (Pedagogical innovation at the service of agrarian reform: the ITA of Mostaganem, Algeria). By Noureddine Bouili and the staff of the ITA. Paris, Presses de l'UNESCO, 1975, (58 pp).

The training of agricultural engineers in Algeria is done by a recently created establishment, the ITA of Mostaganem, which falls within the general framework of a policy of agricultural development. This brochure discusses the creation and organization of the ITA and the recruitment of its trainees. It indicates the various kinds of training (human, basic, specialized, economic) as well as the organization of the instruction and the strategy of use of the pedagogical tools. The training periods and their place in the pedagogical system of the ITA are also mentioned. In conclusion, is a report on the successes and the difficulties encountered by the ITA, the report is given on the possibilities for improvement of the training.

Religious education

20. "Ministère de l'enseignement originel et des affaires religieuses" (Ministry of religious education and of religious affairs). Journal officiel (Official Gazette), March 14, 1975, p. 258.

This is the text of a decree of January 2, 1975, in application of decree no. 71-128 of May 13, 1971, creating the baccalaureate of religious education. The text specifies the conditions under which the examination for the baccalaureate examination is to be held, the composition of the exam and certain conditions to which the students taking it are held.

III. LIBYA

Philosophy and theory of education

21. "The brother colonel affirmed the Libyan Republic's support of UNESCO. e, as Moslems, can offer the world the best educational syste." Al Fajer el Jadid, March 3, 1975, pp. 1 & 4.

Colonel Kaddafi received the general director of UNESCO, to whom he expressed his satisfaction with the activities of the organization, which he thinks is the world's instrument for education. The colonel added that Muslims can offer the world the best educational system, and pointed to the intentional indifference with which Islamic culture is treated, despite its spiritual and humanistic values. The general director agreed that however much the world is progressing, it still lacks spiritual values, and that the Islamic world should play a great role in enriching spiritual and educational values through UNESCO.

22. Al Fajer el Jadid, February 6, 1975, p. 10.

According to this newspaper, the Director of School Activities has presented to the Ministry of Education a plan for a book. The six parts of the book talk of the concept of school activity and its relation to education as a whole. The book also discusses the ideal situation for school activity.

23. "Educational planning and planning for development." Al Fajer el Jadid, March 3, 1975, p. 12.

It is not, says the author of the article, surprising that the matter of combatting illiteracy has received priority attention in societies that have successfully taken the step toward development. However, despite its great importance, the problem should be considered as only one issue within the process of complete change in a developing society. Economic development requires drastic change within the educational system, to meet the needs of the rapid social and economic change accompanying the introduction of technology. Technology is not just the introduction of new machinery; rather, it requires the initiation into a scientific attitude which can deal with it and utilize it to meet its own specific needs.

24. "Dr. Sherif asks Arab educators to help in constructing a complementary educational movement for the Arab world." Al Fajer el Jadid, February 6, 1975, pp. 1 & 2.

In a conference on the strategy of education for the Arab world, Dr. Sherif, minister of education, asked Arab thinkers to do all they could to construct a complementary educational movement for the whole of the Arab world.

25. "In opinion." Al Fajer el Jadid, February 6, 1975, p. 10.

The Arabic language is a basic subject in the Libyan educational curriculum, says the author, and yet one finds in the writings of many students at various educational levels, many dictation mistakes. This weakness is probably due to the fact that dictation is not given enough attention in the elementary schools.

Another factor is the attitude of many educators, who reward students according to the information they write and not the way in which they write it.

The author's concern is not the quantity of graduates the country produces, but rather the quality of their education.

Educational organization

26. "Notes concerning the Fourth Literary Festival" Al Fajer el Jadid, March 25, 1975, p. 7.

The Student Union of Tripoli writes criticizing the Fourth Literary Festival. The festival, they say, was poor in both literary language and style. Favoritism was observed. They attribute the failure of the festival to the poor choice of jury members. There exist writers and thinkers capable of making correct judgments, they say: why were they not chosen as members of the jury?

27. Al Jihad, March 25, 1975, p. 4.

A Japanese student delegation visited Libya for a period of two weeks. The twelve male and female representatives of various Japanese universities participated in many political and educational meetings. Official talks centered on the following issues:

- the development of human relations between Libyan and Japanese youth;
- the Palestinian problem;
- international peace, and the importance of economic cooperation between developed and developing countries;
- the composition of a Libyan-Japanese youth center;
- the role of the woman in the two countries.

28. Al Fajer el Jadid, February 6, 1975, p. 12.

The budget for education in the Libyan Republic has increased by 90% in the Three Year Development Plan in comparison with the education budget of the previous regime.

The amount now devoted to education is 218 million dinars, as opposed to the eight million dinars comprising the last budget of the regime prior to the revolution of the first of September.

Educational organization - Secondary education

29. "Activities." Al Fajer el Jadid, February 6, 1975, p. 10.

The paper reports that the Al Nasr secondary school has started an autonomous school system aimed at acquainting its female students with the democratic approach, dependence on self, respect for work, and sharing of responsibility.

The 350 school libraries in Libya have received 107,221 books.

Educational organization - Higher education

30. "A regional conference on the development of the French language in Arab universities." Al Jihad, March 25, 1975, p. 8.

This article reports on the opening of a conference in Damascus on the development of the French language in Arab universities. Seventeen Arab and foreign scientists and professors participated in the conference.

Teaching methods and aids

31. Younis, Mohamed Mabrouk. "From the heart." Al Fajer el Jadid, February 24, 1975, p. 12.

M. Younis believes that the educational tours organized to visit rural areas are the right way to establish a dialogue with members of those areas. He also believes that the villages are rich in human capabilities which can contribute poets, writers, artists and novelists.

These educational tours will accomplish two important things, in his opinion: First, they will bring the rural population closer to contemporary issues, be they educational, artistic or political. Second, they will help discover and develop various talents.

32. "Celebrations on the occasion of World Children's Day." Al Jihad, March, 23, 1975, p. 2.

Children all over the Libyan Republic, says the article, celebrated World Children's Day. Recreation centers for children were built, and a children's art exhibit containing 400 paintings was opened. Children participated in parades, musical programs and various activities.

33. "End of a conference on the geography of the Libyan Republic: The Libyan Republic utilizes science at the service of humanity and peace." Al Jihad, March 23, 1975, p. 2.

Arab, American, British, French and Austrian scientists attended this conference, at which the Libyan minister of education stressed the fact that Libya is seriously interested in scientific research, and that developing countries that have revolted against ignorance can reach their goals only by relying on scientific information and following the scientific approach.

The minister also expressed the Libyan government's concern that science be utilized for the good of humanity, and for peace.

The floor was taken by various scientists, who mentioned the following achievements of the conference:
- it opened the way for real cooperation between Libyan and foreign geographers;
- it added much to the existing knowledge of the geography of Libya;
- it allowed for the study of significant research.

34. "The puppet theater presents its programs in the schools of Tripoli." Al Jihad, March 25, 1975, p. 4.

The elementary schools are to be visited by the Puppet Theater, which has come to Tripoli after having visited other Arab countries. The idea of the theater was conceived in Egypt by a group of young people. Their aim is to use puppets as educational tools to sensitize children to such values as truth, goodness, and virtue, at the same time encouraging and developing their creativity.

IV. MOROCCO

Educational organization

35. "Tetouan: Le drame du secteur scolaire de Mers" (Tetouan: the crisis in the school sector of Mers).

The school sector of Mers includes six schools most of which are scattered on the sides of the white mountains of Bouanane and Ghorghiz, constantly swept by glacial winds. The number of teachers who, under lamentable conditions, practice their profession there is distributed as follows: central school of Bouanane: 5; Beni Salah 2; Kitane 2; Knikra 2; Dar Zhoik 1; Genieres 3; total 15.

The central (or pilot - to please the pedagogues) school is located 7 km from Tetouan on the northeast slope of Ghorghiz. The students are piled up three to a table in narrow classrooms. Broken windows expose the pupils and teachers to the coldest drafts. There is no water, and the toilets, long broken, give off a nauseating odor which penetrates even the classrooms. Their is no light and no heat.

36. "Vaste programe d'activités de l'Association 'Takbya wa takhyim'" (A vast program of activities of the association "Takbya wa takhyim"). L'Opinion, March 31, 1975, p. 10.

Within the framework of its activities favoring the young people of the capital, the association "Tarbya wa takhyim," affiliated with the Istiqlal youth (the Rabat section), has organized a series of training programs and educational escursions for its members. In addition to this, it participates heavily in the different training programs organized on the national level by the Under-Secretariate of State for Youth and Sports, which include the following:

- a preparatory training period;
- a training period of instruction;
- a training period for singing,
- a training period for educational works.

Educational organization - Secondary education

37. "Necessité d'améliorer l'épreuve de philosophie au baccalaureat marocain" (The necessity for improving the philosophy examination in the Morocan baccalaureate). L'Opinion, March 27, 1975, p. 4.

This article contains a declaration expressed by the Moroccan philosophy teachers meeting during the sixth congress of the A.M.E.L. held in Casablanca on December 15, 1974. The teachers state, among other things, that only the teacher has the right to choose the subjects to be proposed to the candidates for the baccalaureate examination; that these subjects must be chosen from among those proposed by the teachers; that conditions must be provided which guarantee the normal functioning of the examinations; that they have the right to refuse subjects for dissertations to the Bureau of Examinations.

38. "A propos du lycée Ibn Abbad" (With respect to the lycee Ibn Abbad). L'Opinion, March 12, 1975, p. 7.

On Thursday February 20 a young female resident student at the lycée Ibn Abbad struck a dormitory mistress. Three days later a youth wounded a dormitory supervisor with his fists.

The two students have been brought before the disciplinary council, which decided to suspend them temporarily from the establishment. According to the authorities, the suspension of these two students is not the real reason for the strike which followed. The cause was, rather, a false rumor according to which the class councils' decisions were very severe with repect to the students.

Educational organization - Higher education

39. "Le Dahir portant loi no. 1-75-102 du 13 Safar 1395 (25 février 1975), relatif à l'organisation des universités, vient de paraître au Bulletin Officiel no. 3252 du 26 février 1975" (The "Dahir" promulgating law no. 1-75-102 of the 13th of Safar 1395 (February 25, 1975), relative to the organization of the universities, has just appeared in the official gazette, no. 3252, of February 26, 1975). L'Opinion, March 7, 1975, p. 7.

The law reads in part as follows:
First chapter: The University.
Article 1: The mission of the universities is to dispense higher education, to promote scientific research, to train higher-level staff and to contribute to the spreading of knowledge.
Article 2: The universities constitute public establishments endowed with a moral personality and budgetary autonomy. They are placed under the guardianship of the governmental authority responsible for higher education.

Chapter II: The University Establishments.
Article 21: The university establishments are placed under the direction of a dean or a director and are endowed with a council. They prepare for national diplomas relevant to their specialty. These diplomas shall be signed by the head of the establishment and stamped by the rector of the university.

The specialized institutes are placed under the direction of a director, and carry out research works in their fields.

40. El Gadhili, Ahmed. "Aspects de la 'crise' de l'enseignement supérieur: Combattre l'esprit d'entreprise" (Aspects of the "crisis" in higher education: combatting the spirit of enterprise). L'Opinion, March 14, 1975, p. 1.

There is no doubt, says the article, that what is making Moroccan education, as it is currently conceived, a drain on the national economy is the spirit of "business" which characterizes it.

The concern for making education profitable "at all costs," is making of it a crusade rather than an action to the benefit of the nation and of the students, who are becoming racehorses rather than intelligent beings at the service of their country's vital interests.

41. "Lettre ouverte d'un étudiant marocain en France au Ministère de l'enseignement supérieur" (Open letter from a Moroccan student in France to the Ministry of Higher Education). L'Opinion, March 20, 1975, p. 4.

"...After several months of a long and painful wait, the Moroccan students, after having gone through all kinds of trouble, have finally received their grants.

"The majority of our students have been obliged to struggle to subsist, even illegally. Thus a good many of us have been forced to steal food in the supermarkets. Many students have abandoned their studies to go to work anywhere and for any salary.

42. "Un étudiant de Fes prépare une étude sur 'Nass El Ghivane'" (A student in Fes is preparing a study of "Nass El Ghivane"). L'Opinion, March 21, 1975, p. 4.

Several students of the faculties of letters of Rabat and Fes are planning on doing a series of inquiries on Moroccan arts. Azzedine El Kettani is preparing a study of the work of Habil Lahiou. Najat El Abdaloui is planning on making a study of the Moroccan theater in general.

At Fes, one student is doing a study of "Nass El Ghivane" (people of song), and on the phenomenon of the popular song in Morocco.

These students have run up against many difficulties in their research, because of the lack of references and the absence of a theatrical anthology.

43. Gravier, Louis. "Le syndicat de l'enseignement supérieur estime que l'université traverse une crise grave" (The union of higher education considers that the university is going through a serious crisis). Le Monde, February 11, 1975, p. 6 (1 col.).

At a press conference, the directors of the union expressed their opinion that a situation of obstruction had been reached. They consider it a national duty to act to put an end to this crisis.

Their criticisms bear on the function of organizations which play no motivating role, and on the absence of promotion of scientific research. The basic complaint concerns the reform of the university, which is stagnating.

The union recommends several measures to bring education out of this impasse - autonomy of the institutes of higher education, plan of construction and equipment, revision of the status of the students, Arabization of the university, recruitment of competent instructors. In addition to these measures, they say, a whole new climate must be created.

Special education

44. "Les cours d'été du Goethe-Institut pour le semestre d'été 1975 (The summer courses of the Goethe-Institut for the 1975 summer session). L'Opinion, March 22, 1975, p. 5.

The courses at the Goethe-Institut, says the article, are given with the help of films, tape recordings and slides, by teachers of German origin or trained in Germany.

One term includes 15 to 16 weeks of teaching. There are usually five different levels, each lasting two terms (or one school year). Intensive courses enable students to learn German twice as fast.

V. TUNISIA

Philosophy and theory of education

45. Obdeijn, Herman. "L'enseignement de l'histoire dans la Tunisie moderne (1811-1970)" (History teaching in modern Tunisia (1811-1970)). Tilburg, 1975, 151 pp.

This study is devoted to history teaching in modern Tunisia. It describes the official programs of instruction and the textbooks and shows to what extent a political regime is reflected in the way history is taught. The introduction describes the situation in Tunisia on the eve of the protectorate. The first part treats the teaching of history during the French protectorate. The history books go from the ideal of annexation to that of co-sovereignty, and parallel to this the necessity for a national awareness has been studied. The second part studies the school policy of independent Tunisia and the place occupied by history teaching. The relations of the political options of the country to the history programs are emphasized. The third part analyzes in greater detail the principal themes of the new history textbooks.

46. Hamrouni, Moumira, Boubaker Nouar and Salah Bouguida. "Faut-il supprimer l'école" (Must school be abolished). Dialogue, no. 23, February 1975, pp. 22-24.

Criticisms of school are multiplying. Some people are even advocating its liquidation, claiming that it is incapable of filling its task of allowing the child's personality to flourish. The psychopedagogical contribution would make it possible to give the school a certain "raison d'être." The authors discuss the "pedagogy of awakening" and speak of how its introduction into the schools could be conceived.

The pedagogy of awakening confirms the sterility and the unsuitableness of the instruction; an instruction which tends toward multi-disciplinarity and interdisciplinary can be valid within the context of the awakening only if it gives the teachers special training and sufficient freedom.

47. Sraieb, Noureddine. "Colonisation, décolonisation et enseignement. L'exemple tunisien" (Colonization, decolonization and teaching. The Tunisian example). La Presse, January 15, 1975, p. 4 (1/2 col.).

The work referred to was the subject of a doctoral degree of the third cycle. It is made up of three parts. The first is devoted to an analysis of the structures of teaching, programs, and the school enrollment policy on the eve of independence. The second part is an attempt at analysis of the reforms effected at the level of structures and content, as well as of the measures of planning taken after independence. The third part presents a report on the Tunisian experience, first quantitatively then qualitatively. The study ends with the year 1968-69. The study of the results leads to an analysis of the problems. Several pages are devoted to bibliographic references and numerous tables give a projected view of the different situations described.

48. Toumi, Mohsen. "La scolarisation et le tissu social en Tunisie" (School enrollment and the social fabric of Tunisia). Revue française d'études politiques africaines, no. 109, January 1975.

This article is a discussion of the present-day situation of teaching in Tunisia. The country has made a considerable effort in the domain of education. The aim is no longer, since 1970, exhaustive school enrollment, but a rational enrollment which replies to the requirements of the work market and of economic development.

49. "A la clôture du colloque sur l'animation pédagogique. M. Zghal: Notre système éducationnel vise à atténuer le nombre des défaillants de l'enseignement" (At the closing of the colloquium on pedagogical animation. Mr. Zghal: Our educational system aims at attenuating the number of school failures). L'Action, March 19, 1975.

Hedi Zghal, State Secretary under the Minister of Education, presided over the closing of the colloquium on pedagogical animation in the governorates of the north of Tunisia. The report on the works of the committees was followed by discussions. Following this, Mr. Zghal emphasized that efforts are oriented toward improving the quality of instruction in the rural areas of the country. He then indicated that the rate of enrollment in primary schools has reached 80%. It is necessary to encourage those living in rural zones to send their daughters to school. The secretary then discussed the importance of manual work in the system.

50. "A l'ouverture du colloque sur les activités de la jeunesse scolaire. M. Guiga: faire de l'école un centre de rayonnement dans lequel s'épanouissent les générations montantes" (At the opening of the colloquium on the activities of school youth. Mr. Guiga: making the school a center of radiation in which the rising generations can flourish). L'Action, March 3, 1975, p. 5 (2/3 col.).

In a speech at the opening of this colloquium Mr. Guiga thanked the authorities of the organization for their efforts in favor of the integral training of the younger generations. He pointed out that the teaching establishments are more and more contenting themselves with pursuing their instructing function, neglecting the educational function which is the second essential component of policy in the educational field. He invited the heads of secondary schools to pay more attention to this question. Mr. Guiga emphasized the fact that Tunisian education has a high moral and professional level, and that it is conscious of its responsibilities.

51. "M. Driss Guiga préside le séminaire sur l'intégration de l'éducation en matière de population et de planning familial dans l'enseignement secondaire" (Mr. Driss Guiga presides over the seminar on the integration of education in the field of population and family planning in secondary level instruction). La Presse, January 8, 1975 (1 col.).

Inspectors, principals, and numerous teachers in the secondary schools participated in this seminar. In his speech, the Minister of Education pointed out the development of the National Family Planning Bureau and emphasized the fact that his intention is rather to speak of the frame of the integration of this subject in the programs. Programs of instruction in family planning should not be determined by pedagogical rules, but should be left to the initiative of the teachers.

The minister then presided over a work session discussing questions concerning the decentralization of higher education and problems of housing for teachers and students.

52. Bellil, Bouzid. "Le dessin: son but et son évolution" (Drawing: its aim and its development). An Nachra At-Tarbawya, no. 3, 1975, pp. 59-60.

Drawing is at the origin of all the plastic arts. In kindergarten it is a game which helps keep the child's attention. The first manual works are only material drawing, and associated with language drawing makes it possible to get a glimpse of the child's personality. At primary school it is, again, a game for the hand and the mind, but it is also a general instrument of culture, sensitivity and memory. In professional schools, it facilitates the acquisition of subjects. Between utility and quality, has come in the requirement of beauty. Workshop masters and industrialists should introduce it into their programs.

Educational organization

53. "Coopération Tuniso-française" (Tunisian-French cooperation). L'Action, January 30, 1975.

In the field of teaching, the situation with respect to the numbers of French "cooperants" is studied in its various aspects. The replacement of French teachers is assured completely in the primary schools. On the secondary level it is progressing gradually. At the level of higher education, the number of cooperants is increasing because of Tunisia's increasing needs. The authorities have therefore decided to create establishments responsible for training the trainers. The most acute problem is the shortage of professors in mathematics, physical sciences and other technical disciplines which are vital for Tunisia.

54. "Les Ministres maghrébins de l'éducation visitent plusieurs établissements scolaires" (Maghreb ministers of education visit several schools). La Presse, February 21, 1975, p. 4 (1/4 col.).

The Moroccan minister of primary and secondary education Mr. Bouamoud, the Algerian minister Mr. Ben Mahmoud, and the Mauritanian minister of education, Mohamed Ould Babah, visited several secondary schools and lycees, agricultural and technical schools, within the framework of the Fourth Conference of Maghreb Ministers of Education. Among others, they visited the school of Sidi Thabet, where the integrated teaching method is used, and they attended a course in family education.

55. Peyrol, Manuele. "Les modalités de la coopération avec la France sont examinées en commission mixte à Paris" (The details of cooperation with France are studied in a mixed committee in Paris). Le Monde, January 30, 1975, p. 5 (1 col.).

The "Grande Commission" each year permits French and Tunisian authorities to meet and further define their bilateral relations.

Cooperation in the field of teaching holds an important place. Fifty per cent of primary level teaching, 80% of secondary education, and 90% of higher education are in French. This cooperation is evolving toward the training of the trainers. The primary cycle is now staffed entirely by Tunisians. Aid will be devoted primarily to the training and further training centers of the institutions as well as to research institutes.

A considerable amount of aid in the form of school materials is given to the large schools. Several new programs have been planned in the field of vocational training and staff perfecting.

Educational organization - Primary education

56. "L'Education physique à l'école primaire" (Physical education in the primary schools). La Presse, March 27, 1975.

In Tunisian primary schools the children of school age are too often condemned to near-total immobility because of their way of life and the educational system. Only one hour per week is reserved for physical education, and many teachers do not give it for want of free space. An adaptation to the conditions of modern life calls for a judicious use of leisure time. It is at the school that children must learn the habit of physical exercise, for which he should always feel the need.

57. Labassi, A. "L'Enseignement primaire. La nouvelle pédagogie et ses problèmes " (Primary education. The new pedagogy and its problems). La Presse, March 30, 1975, p. 2 (1 col.).

With psychological studies of the child, the influence of education on his future and the importance of primary instruction in the formation of the personality, educators have studied the problem of instruction and its adaptation to a society in perpetual change.

The current problem in primary education is to find the best path to lead to the new form of education, and the way of changing the attitudes of the masters. Thus have been organized meetings between the teachers of different categories within the framework of regional or inter-regional seminars. The aim of these meetings is to inform the participants as to new methods and experiments. Various experiments from Tunis-Sud, Beja and Nefza are described.

58. Guedria, Bechir. "Le dessin à l'école primaire" (Drawing in primary school). An Nachra At Tarbawya no. 1, 1975, pp. 36-37.

Although drawing is included in the official program, and while numerous benefits accrue from it (development of the sensibility and of the creative power, suppleness of the fingers), it is a subject which has been sacrificed.

Children like to draw and it is not difficult to help them by showing them how to choose and use the material and by asking them to do things they can accomplish without becoming discouraged. With a little good will, they can be made to like drawing and gifts can be awakened.

59. Alaya, Ahmed. "A propos de l'expression ecrite à l'école primaire" (Concerning written expression in primary school). An Nachra At Tarbawya no.3, 1975, pp. 35-37.

The aim of written expression is to lead the child to communicate his ideas and to express them. The technique proposed includes three phases. The preparatory phase includes choice of theme and study of texts collected; the second is oral expression with an introduction, presentation and vote; the third is written expression with valorization of the text chosen and improvement of the initial text. This technique requires relations of the teacher to the student which are based on mutual confidence and respect. The other disciplines should be attached to the theme chosen.

Educational organization - Secondary education

60. "Education: Baccalauréat: pas de modification de régime au cours de la prochaine session" (Education: the baccalaureate: no modifications of the system during the next session). La Presse, January 28, 1975, p. 2 (1 1/2 col.).

Mr. Zghal, Secretary of State under the Minister of Education, has stated that the statute of the baccalaureate will not be changed during the year. He has emphasized the necessity of adapting the instruction to the requirements of the period, without improvization, and has announced a generalization of manual training to the primary schools and the creation of a middle-level professional cycle.

In higher education it is, he has said, important to take into consideration the capacities of the student and the interest of the country. After having announced that as of next October all the teachers in the primary schools will be Tunisian, he spoke of syndical questions.

61. "Colloque: L'Education artistique et la société" (Colloquium: artistic education and society). La Presse, March 29, 1975, p. 5 (1/4 col.).

Study days have been organized on this theme by the Ministry of Education and the French embassy in Tunis. Organized on this occasion was an exhibit of the drawings of students from all the lycees, so as to permit the teachers participating in the colloquium to compare their educational results in this field. Three French pedagogues will participate in these days. They have more than 20 years' experience in artistic teaching and will give conferences on their experience. It would be valuable to hold similar meetings on the scale of the Arab world.

62. "M. Driss Guiga présidant le congrès de la cellule de Zahret. 'Un collège secondaire sera construit pour accueillir les élèves de la délégation'" (Mr. Driss Guiga presiding over the congress of the Zahret cell. "A secondary school will be built to receive the students of the delegation"). La Presse, March 11, 1975.

During this meeting in the presence of the authorities of the governorate of Beja, Mr. Guiga, Minister of Education, discussed several questions involving that governorate.

63. "M. Hedi Zghal préside le premier conseil de la jeunesse scolaire. Vers la création de postes de responsables de l'orientation dans les établissements secondaires" (Mr. Hedi Zghal presides over the first council of school youth. Toward the creation of positions of responsiblity for orientation in the secondary schools). La Presse, February 16, 1975, p. 4 (3 col.).

In a speech which he gave on this occasion, Mr. Zghal, secretary of state under the Ministry of Education, emphasized the importance of school youth in the patriotic and civic education of the rising generations.

Kamel Sassi drew an exhaustive picture of the activities and achievements of the national bureau of school youth.

With respect to the training of skilled personnel, the authorities should pay particular attention to this sector. It has been emphasized that the socio-educational institutions are at the disposal of youth organizations.

The secretary of state showed the importance of secondary establishments in the education of young people. He announced the planned creation of the position of an authority responsible for orientation in the secondary schools.

64. "M. Driss Guiga présidant le congrès de la cellule destourienne de Ben Guerdane" (Mr. Driss Guiga presiding over the congress of the Destour cell of Ben Guerdane). La Presse, March 14, 1975, p. 5.

After a reading of the moral and financial reports of the departing committee, several members of the congress took the floor to talk about economic and social problems. The credits allocated will make it possible to build a new lycee and to carry out various other projects. The lycee will be capable of housing eight hundred students. It will include eleven rooms, five scientific blocs, a dormitory, a dining room, a study room, a sports complex and a sanitary bloc.

65. Ahmed, Abdessalem. Sadiki et les sadikiens 1875-1975. Tunis, Ceres Productions 1975, 272 pp. ill.

One hundred years ago, the Sadiki secondary school was founded. To celebrate this event, a book has been conceived. It is composed of two parts, the first treating the history of the school and its foundation, and the second covering the students, the Sadiki fraternity, and the political associations and manifestations. The book is followed by a chronicle of Sadiki and a "golden book." It is illustrated by numerous photographs.

Educational organization - Vocational education

66. "L'Institut d'hotellerie et de tourisme de Sidi Dhrif: une formation sur le tas" (The hotel and tourist institute of Sidi Dhrif: training on the job). La Presse, January 16, 1975, p. 2 (1 1/2 col.).

This institute in La Marsa is a part of the government's plan to provide quantitative and qualitative training in the tourism sector. It will train higher-level staff and specialized technicians according to a program similar to the international one, but with a Tunisian bias. Part of the equipment is to be furnished by the United Nations, and experts from the BIT will help in getting it off the ground. The candidates

will be admitted with the baccalaureate and will in two years receive a scientific instruction in the different subjects and specialties. An application hotel is to be set up in the institute to give the students real work conditions. The institute will make it possible to fill the shortage of qualified staff.

67. "M. Mohamed Ennaceur préside une séance de travail à Monastir. La formation professionnelle doit répondre aux éxigences de l'industrialisation" (Mr. Mohamed Ennaceur presides over a work session in Monastir. Vocational training must meet the needs of industrialization). La Presse, January 16, 1975, p. 6 (2 col.).

On the subject of the government's conception of vocational training, the Minister of Social Affairs has indicated that this training is not aimed solely at absorbing the failures from the school system. The prime objective is to endow the country with the necessary qualified workers. The training is thus related to the requirements of development and to the work market. The government is handling the problem of failures by attacking its origins, in the framework of a new educational policy which is beginning to be applied. The development of civilization requires that all have a certain knowledge of the technological processes, whence the introduction of manual work into primary instruction. He then spoke of the participation of business in drawing up and applying the vocational training programs.

Similarly, the government is showing interest in this sector by creating other national institutes and by seeing to it that the vocational training meets the country's requirements.

68. "M. Driss Guiga préside la réunion de la commission de la formation professionnelle et de l'emploi du PSD" (Mr. Driss Guiga presides over the meeting of the committee for professional training and employment of the PSD). La Presse, January 10, 1975, p. 4.

In opening the debates, the Minister of Education gave a speech in which he proposed the study of training programs applied by the Ministry of Education, the institution of professional training in the professional schools dependent upon other ministries, private vocational training and apprenticeship, and the possibility of creating a structure of vocational training within businesses. He emphasized the necessity for adapting vocational training to the needs of the job market.

69. "Gage d'un service de qualité: le master-plan de la formation du personnel touristique" (Security for quality service: the master plan for training of staff in the tourist sector). La Presse, January 30, 1975, p. 10 (1 col.).

There is an incontestable lack in both the quantity and the quality of qualified personnel in this field in Tunisia. Of 30,000 positions requiring scientific qualifications and training, scarcely 10%, or 3,000, have been trained in schools; the rest of the staff receive their training on the job.

The training facilities consist of the schools of Bizerte, La Marsa, Sousse, Jerba, and Nabeul. The cycle lasts 2 years. Further training and the higher cycle are pursued in Europe. The BIRD has agreed to invest two million dinars in three hotel schools to be set up in Nabeul, Sousse, and Tunis. The "Institut Supérieur du Tourisme" is to be transferred from Monastir to Sidi Dhrif.

70. "Ecole Nationale des Cadres de la jeunesse et de l'Enfance Bir el-Bey" (The Bir el Bey national school for training workers with youth and children). ONOU informations, 9 (Jan. 1975), 5 pp.

This article gives information concerning a school responsible for training and perfecting skilled technical and management staff for socio-educational establishments and institutions, and for contributing to the promotion and expansion of the new, permanent and integral education. The information given concerns the organization of the studies (duration, entrance competition, cycles and diplomas granted).

Educational organization - Higher education

71. "Les carrières d'ingénieur" (Engineering careers). ONOU informations, no. 12, October 1975, 42 pp., roneo.

After having defined the careers open to engineers, the aptitudes necessary, and the studies, this publication gives a list of the engineering schools in France and studies various engineering schools in Tunisia - the CENIT, the INAT, the specialized technical institute, the PTT school, ENIG., the civil aviation and meteorology school, and the faculty of science and technology of Sfax. The brochure is completed by a description of the statute of engineers and a list of schools whose diplomas give degree-holders the right to be recruited as head engineers.

72. "Problèmes de développement. Université. Vers l'introduction de matières à option pour le baccalauréat" (Development problems. Universities. Toward the introduction of optional subjects for the baccalaureate). La Presse, March 18, 1975, p. 2 (1/2 col.).

The theme of a seminar held in Hammamet was the animation of university life. Among the questions, some were related to the dialogue between students and the authorities. With respect to examinations, solutions considered are aimed at making the examination system more flexible, through the introduction of optional subjects for the baccalaureate, and by simplifying certain administrative formalities.

During the debate, several students raised questions related to university life, to the General Union of Tunisian Students and to student representation.

The minister replied to these questions, and also spoke of the shortage of teaching staff in scientific subjects.

73. "Clôture de la conférence des étudiants destouriens. Le gouvernement et le Parti, décidés à consolider l'action des étudiants destouriens au sein de l'université" (Closing of the conference of Destour students. The government and the party have decided to consolidate the action of Destour students within the university). La Presse, February 25, 1975, p. 3.

Fouad M'bazaa, Minister of Youth and Sports, analyzed in a speech the role of the Destour student and the responsibilities incumbent upon him.

Before this, the committee reports were read. The committee on university affairs recommended the diversification of specialists, the consolidation of the policy of Arabization, the generalization of the system of continuous assessment. It also recommended giving greater interest to practical work, decentralizing higher education, and creating research and specialization institutes.

74. Junqua, Daniel. "Tunisie. Le climat social reste morose malgré d'incontestables progrès" (Tunisia. The social climate remains grim, despite incontestable progress). Le Monde, January 29, 1975, p. 5 (1 1/2 col.).

The students of the Higher Normal School of Tunis have been on strike for several days to obtain better teaching conditions. The strike leaders are said to intend to extend the protest to the entire university. Mr. Nouira, prime minister, has given a speech in which he expresses a warning to all those who, by striking, are obstructing the effort of development.

According to statistics, the persistence of university and social agitation is very difficult to explain.

75. "Decret no. 75-49 du 24 janvier 1975 portant organisation de la scolarité à l'Ecole Nationale d'Ingénieurs de Tunis" (Decree no. 75-49 of January 24, 1975, organizing the numbers of terms at the National School for Engineers of Tunis). Journal Officiel de la République Tunisienne 118/5, January 28, 1975, pp.179-181.

The aim of this decree is to set the organization of the terms at the National School of Engineers of Tunis. There are three programs: a long one, lasting six years and including three two-year cycles of studies; a medium one which lasts four years, with three cycles of studies lasting 1, 2 and 1 year respectively, and a short one of two years, with two one-year cycles. In particular, the decree indicates the structure of the instruction, the conditions for admission, the program and the degrees granted upon completion.

76. "Decret no. 75-66 du 28 janvier 1975, portant définition de la mission et de l'organisation de l'Ecole Normale Supérieure de l'Enseignement technique" (Decree no. 75-66 of January 28, 1975, defining the mission and the organization of the Higher Normal School of Technical Education). Journal Officiel de la République Tunisienne, 118/7, February 4, 1975, pp. 228-231.

The President of the Republic defines, in view of several decrees and decisions, the mission of the Higher Normal School of Technical Education. He indicates the organization of studies, the conditions for admission, and the status of the students and student teachers, the administrative organization, the status of the teaching staff, the consultative organism of the schools, and the temporary measures taken.

Special education

77. "A la clôture du séminaire sur l'intégration de l'éducation en matière de Planning Familial dans l'enseignement secondaire: M. Mzali: Il est nécessaire d'intégrer l'éducation sexuelle dans l'enseignement secondaire" (At the closing of the seminar on integrating family planning education into secondary education: Mr. Mzali: It is necessary to integrate sexual education into secondary instruction). L'Action, January 11, 1975, p. 5 (1 col.).

After he had listened to the recommendations of the three committees responsible for informating educators of the preparation of the program and of the determination of the didactic material, the minister of public health gave a speech in which he spoke of the integration of family planning education into secondary instruction. Such integration requires an analysis of the psychic and pedagogical difficulties which the educators may run up against. He spoke of the relation of Islam to sex education and exhorted the instructors to be realistic in their approach to the problem. It is necessary, he said, to follow the current of progress and of social development, and to link sex education with the family.

77. "L'Education sexuelle à l'école mythe ou réalité?" (Sexual education in the schools - myth or reality) L'Action, February 2, 1975, p. 11 (1 col.).

Now that the severe taboos surrounding sex education have been cast away and people have become accustomed to the idea, it has been introduced in the schools. The children have accepted this instruction without ambiguity, the parents with some unease. The experiment is the first of its type in Africa and in the Arab world. A seminar on sex education in the schools was held in Sousse. A gynecologist, Zubeida Chaabouni, who was one of the organizers of the conference, reports on it in this article and replies to the questions of the press. The standpoint of a teacher is also reported.

79. "Conférence de M. Mezri Chakir donnée à l'occasion du séminaire sur l'intégration de l'éducation en matière de population et Planning Familial dans l'enseignement secondaire (Sousse, 7, 8 & 9 janvier 1975)" [Conference by Mr. Mezri Chakir given on the occasion of the seminar on the integration of population and family planning education into the secondary school program (Sousse, Jan. 7, 8 & 9, 1975)]. Bulletin de l'Office national du Planning familial et de la population, no. 7, January 1975, pp. 1-7.

After recalling the importance of the problem of population growth, and its consequences for the public services, and the psycho-social implications and their affects on society, Mr. Mezri discussed the necessity for a family planning program. Family planning in Tunisia is based on a certain number of legislative and administrative measures. The National Family Planning Bureau was created in 1973. Family planning is, he says, a humanistic discipline and can be approached through education and instruction. Teaching in this field is an appraoch designed to make people aware of the problems related to population growth, and to help individuals to understand their roles. It is a program of training in social maturity. The content of the programs must be based on all the processes and characteristics of population development.

80. "M. Mohamed Ennaceur visite le centre africain des aveugles de Bir El Kasaa" (Mr. Mohamed Ennaceur visits the African center for the blind at Bir El Kassaa). La Presse, February 23, 1975, p. 5.

In this center, 30 students from various African countries have been following their studies since last October. Unique in Africa, the center uses the most modern training methods in the world, and participates in setting up new means for the well-being of the blind. The effort made by the government for the blind and for other socially handicapped people aims at making them active elements in society. It is to be hoped that this center will permit cooperation among African countries for the promotion of the blind.

Teaching methods and aids

81. "Les livres de la MTE insérés dans les bibliothèques scolaires" (The books of the MTE entered into the school libraries). La Presse, January 25, 1975, p. 6.

The Ministry of Education has decided to program the publications of the "Maison Tunisienne d'Edition" for the school libraries. This decision is important for the country's educational and spiritual life. It will encourage writers in their work of literary production and it shows that the country is capable of self-sufficiency.

82. Missaoui, M. "Les livres: L'enseignement de l'histoire dans la Tunisie Moderne (1881-1970) de H.L.M. Obdeijin" [Books: The teaching of history in modern Tunisia (1881-1970), by H.L.M. Obdeijin]. La Presse, February 28, 1975.

This article analyzes the book by Mr. Obdeijin. The analysis of the content of the work points out the author's two-fold intention: pointing up the political pedagogical role of instruction, and revealing history teaching at the service of colonization, and then as a means of decolonization. The book is divided into two parts: before independence and after. It ends with an analysis of the content of the history manuals of independent Tunisia.

According to Mr. Missaoui, the work contains certain mistaken interpretations.

83. "'La revue pédagogique.' Les résultats des expériences des enseignants" ("The pedagogical revue." The results of teacher's experiments). La Presse, February 22, 1975, p. 3 (1/2 col.).

With the opening of the Sadiki secondary school Tunisia began, a hundred years ago, to introduce modern teaching methods. Since then the orientation of this teaching has been consistently supervised. Modern, lay teaching was chosen as a replacement for the traditional religious instruction. Having made this choice, it was necessary to consider the practical material and the adequate method for inculcating this instruction well. This requires studies and experiments carried out by the institutions and by the teachers. It is in this perspective that the national pedagogical center, affiliated with the Ministry of Education, publishes a monthly pedagogical revue, "An-Nachra At Tarbaouiya," the content of which is of great interest. The revue, written in both French and Arabic, provides short studies related to various experiments carried out in primary or secondary classes.

84. "Mesures pour le renforcement de l'expérience de l'enseignement des travaux manuels. Réunion du Conseil des Ministres" (Measures for the reinforcement of the experiment in teaching manual work. Meeting of the Council of Ministers). L'Action, January 10, 1975, pp. 1 & 4 (1 col.).

The Council of Ministers has just adopted a project for the generalization of initiation into manual work in primary instruction. This idea falls within the framework of the reform of the educational system which is aimed at adapting the training structures to the needs of the country. The experience tends to sensitize students to manual activity and to develop their creative aptitudes and potential. The results of the experiment make it possible to consider spreading it throughout the school system. This will require an appropriate substructure and competent staff. The program is assisted by the BIRD. The project will especially concern those failing the sixth year of primary school, who can be oriented toward structures of vocational apprenticeship.

85. "Evaluation d'une expérience d'enseignement des mathématiques en 2e année primaire 1973-1974. Bilan d'activité des UER" (Evaluation of an experiment in mathematics teaching in the second grade, 1973-1974. Report on the activity of the Experimental Research Units). Bulletin de Liaison et d'Information de l'Institut National des Sciences de l'Education, January-February 1975, no. 15, pp. 3-6.

Since October 1972, a group from this institute has been carrying out an experiment in mathematics teaching in the first year of primary school. An evaluation of this experiment was done in June 1973. An evaluation at the end of the second year of experimentation would be more significant and richer in information than the first, which in fact was only partial. New hypotheses concerning the influence of the new pedagogy on the acquisition of language and on the type of relation which is established in the class have been tested.

The synthesis of the results shows that the objectives of the experimental program have not been achieved. A revision of the experimental mathematics program is becoming urgent. The natural development of the Tunisian child must be respected. The teacher factor must also be taken into account.

86. "Perspectives d'une contribution de l'Institut Bourguiba des Langues Vivantes dans les domaines scientifiques et techniques" (The prospects for contribution from the Bourguiba Institute for Living Languages in the scientific and technical domains). L'Action, March 11, 1975.

Following a conference organized from February 25 to 28 by the "Centre National Pédagogique" of the Ministry of Education and the Ford Foundation, one of the organizers of this conference, Mohamed Maamouri, director of the Bourguiba School, gave some clarifications.

A rapid view of the situation of English teaching shows that the training is literary in nature and does not meet growing needs. The director spoke of the difficulties met with by the teachers, and emphasized the importance of English teaching in higher education. The conference on specialized English treated at length the sciences and technology. The English teachers need not necessarily be engineers, but should be familiar with the semi-technical vocabulary of specialized English. Pedagogic programs are being drawn up.

87. Réflexions sur les incidences d'une méthode d'enseignement du français expérimentée en 1e année" (Reflections on the effects of a method of French teaching experimented within the first year). An Nachra At Tartawya, no. 1, 1975, pp. 6-8.

A group of French teachers of the lycée of Grombalia inquire into the means of correcting mistakes made because of interference of the maternal language. The method currently used seems to prevent interferences, since these are rare in small classes, in comparison with large, because of the fact that the French structure has been presented in a French cultural context. Dialogue in a foreign language, supported by illustrations, at first inhibits thought and expression in the maternal language. Superposing French on the Arabic daily life complicates assimilation of the language. In the first and second years of secondary school the children can express their Tunisian life only in Arabic. In French they can only play roles in foreign situations, but in the third year it is possible to use the foreign language to express the realities of their daily lives.

88. Baduel, Andrée. "Réflexions sur l'enseignement de la géographie en 1ere année" (Reflections on the teaching of geography in the first year). An Nachra At Tarbawya, no. 1, 1975, pp. 13-15.

An experiment with three years of geography teaching in the secondary schools has led the author to reflect on the manner of teaching this subject, and to seek the best way of motivating students. The aim of the first year is to make them discover what geography is. The author proposes, in this connection, a sort of type-course based on observation of the local environment, completed perhaps by audio-visual aids when direct observation of the environment is not possible.

89. "Séminaire: la géographie en Tunisie" (Seminar on geography in Tunisia). Bulletin de l'Institut National des Sciences de l'Education, March-April 1975, no. 16, pp. 9, 23, 29.

The INSE was present at this seminar, organized by the CERES from April 15 to 18, 1975. Various recommendations were made by the committee on primary and secondary instruction. At the level of primary instruction: lightening of the programs; centering on the local and national milieus; better training of teachers.
Secondary instruction: Reinforcement of this education increase in didactic means and credits allowed for directed activities; publishing of manuals; encouragement of the creation of a bulletin of pedagogical documentation and information; revision of the teacher training program.

A study entitled "La géographie et l'étude du milieu dans l'Enseignement secondaire long en Tunisie" (The geography and the study of the environment in long secondary education in Tunisia) was presented by Chedly Baccar, a researcher at the INSE.

Agricultural education

90. "Institut National Agronomique" (The National Agronomics Institute). ONOU informations, no. 9, January 1975, 20 pp.

The first part of this brochure describes agricultural careers and the specialized agricultural technical institutes that exist. The conditions for admission are indicated, as well as the statute of the teachers in higher agricultural education and their pay.

Arabization and bilingualism

91. "Interview. Salah Garmadi: pour l'arabe fondamental nulle unité ne peut être valablement construite qui ne tienne compte des spécificités locales" (Interview: Salah Garmadi: for basic Arabic, no unit can validly be built which does not take into consideration specific local conditions). La Presse, March 5, 1975.

Salah Garmadi, professor of Arabic and director of the linguistic section of the CERES, is also an author and translator. He has been a member of the Functional Arabic committee of the conference of Maghreb ministers of education. Here he gives his views on the idea of basic or functional Arabic, and discusses the works of the section.

92. "M. Driss Guiga préside une séance de travail à Medenine. L'arabisation de l'enseignement doit se faire par étapes" (Mr. Driss Guiga presides over a work session in Medenine. Arabization of teaching must progress in stages). La Presse, March 13, 1975, p. 5 (1/2 col.).

Replying to questions from the participants, the minister indicated that the question of Arabization is not the object of a conflict of a doctrinal order, since all Tunisians are in agreement concerning the principle. Nonetheless this operation should be pursued in stages and following methods which are capable of ensuring instruction the required effectiveness, thus avoiding errors. He remarked that the Arabic language enjoys a privileged position from the standpoint of its use on the national level, and because of the high level of instruction in the field.

With respect to pedagogical reform at the level of primary education, Mr. Guiga indicated that experiments are being done in the aim of favoring adaptation to the social development of the country.

VI. SPECIAL PROBLEM - SCHOOL FAILURES

93. "Que faire sans le baccalauréat?" (What to do without the baccalaureate?). ONOU informations, no. 10, April 1975.

This special issue concerns young people who are obliged to abandon school for reasons of age or lack of means at different levels of normal or vocational secondary instruction. It reports on the possibilities for reorientation and informs those concerned on the practical solutions available to help them integrate themselves into the social and professional life. It is the precursor to a guide for non-baccalaureate holders. The information is classified by educational level, and is given only as a succinct indication of the possibilities.

94. "Les défaillants face au problème de l'emploi" (School failures faced with the job problem). Conjoncture, no. 8, January-February 1975, pp. 23-24.

The last three years have been characterized by a large number of school failures. The conditions under which young failures are integrated into active life in entering the job market depend on the one hand on the level and type of training they have acquired, and on the other hand on the volume of jobs available. The profile of the failures is characterized by their age, their qualifications and the reason for their failure.

From currently available information, it may be said that the positive development of the conditions of insertion of young failures into active life requires that, alongside an improvement in the capacity of the training institutes, there be provided an improved professional training (in relation with the needs of the market), accompanied by an effort to valorize the conditions of employment of young people in businesses.

95. Loussaief, Emna. "Analyse psychologique des difficultés en lecture chez des enfants tunisiens de milieux sociaux différents" (A psychological analysis of reading difficulties in Tunisian children of different social environments). Doctoral thesis, 3rd cycle, Ecole Pratique des Hautes Etudes, 1975, 231 pp.

Numerous studies done in various countries of the world indicate a percentage of repeated years during preparatory courses. The first year is the one in which the rate of repeats is the greatest. A study done in Tunisia by A. Baffoun in 1967 gives a rate of failure on the order of 80% and shows that the rate of inadaptation for Tunisian primary education is higher than in European countries. This thesis concerns more particularly the first year of primary school, using as a basis the statistics of the Ministry of Education. There is value in analyzing the factors of inadaptation and in proposing remedies for them. Failures in this class are caused by difficulties in learning to read; for this reason the study is confined to an analysis of the factors of failure in learning to read. The more common pedagogical factors are inexperience on the part of the teachers, overloading of classes, and pedagogical mismanagement. Tunisian schoolchildren, the majority of whom come from lower socio-economic and cultural levels, are predisposed to failure in reading by their social origins themselves and by the gap between the spoken and the written languages.

Pedagogical factors, though important, are not studied - only socio-economic and cultural factors related to the family, the psychological factor related to the child and the linguistic factor.

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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MOROCCO

TUNISIA

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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I. MAGHREB

Adult education

1. "Le premier congrès maghrébin sur "la formation dans l'entreprise" aura lieu à Marrakech du 21 au 24 mai" (The first Maghreb conference on "training in business" will be held in Marrakech from May 21 to 24). L'Opinion, May 17, 1975, p. 8.

Within the framework of promotion of training activities in companies of the Maghreb, the study group of trainers, directors and personnel heads, in liaison with Algerian and Tunisian firms, has organized the first Maghreb conference on "training within business."

The conference will deal with the problem of training, and will enable the participants to reflect on the development of this function.

Special education

2. "Renforcement de la cooperation maghrébine" (Reinforcement of Maghreb cooperation). La Presse, May 10, 1975, p. 2 (1/2 col.).

In December 1975, a Maghreb seminar is to be held on the subject of the training of sanitary personnel. Cooperation in biology and entomology is to be reinforced. A Maghreb university medical commission will handle information, coordination and exchange with respect to this training.

II. ALGERIA

Educational organization

3. "Ministère des enseignements primaire et secondaire" (The Ministry of Primary and Secondary education). Journal officiel (official gazette), May 3, 1975, p. 513.

This is the text of an interministerial decree of February 26, 1975, modifying interministerial decree of October 5, 1973, organizing the examination for the certificate of pedagogical aptitude. It specifies the qualifications required of those presenting themselves for the examination and defines the form of the exam.

4. Lourdjane, Rachid. "L'éducation et la formation dans le second plan. Edification et renaissance culturelle" (Education and training under the second plan. Cultural edification and renaissance). El Moudjahid, May 15, 1975, p.5.

The second plan, which, like the first, gives priority to questions of education, falls within a vaster and wider perspective, and should provide the country with a totally renovated system of teaching and training before ten years have passed.

The texts concerning the formation of the second four-year plan specify that the medium- and long-term economic demands presuppose a massive increase in the numbers of teachers, and also a renovation of the content and of the methods of instruction. In the first cycle, there will be experimentation on a multi-technical instruction which relates conceptual elaboration to apprenticeship with tools. In the second cycle, concrete measures will be taken to reinforce the priority of the scientific and technical orientation to harmonize the instruction in the lycees with the scientific and technical branches of higher education.

5. "Ministère des enseignements primaire et secondaire" (The Ministry of Primary and Secondary education). Journal officiel (official gazette), June 10, 1975.

The text of a decree of September 25, 1974, dispensing students of foreign nationalities from one or more tests in an examination, and specifying the tests from which they are exempted.

6. La Presse, June 27, 1975, p. 8

The following enrollment statistics are reported from Algeria for 1975:

Primary schools:	2,600,000 students
Secondary schools:	304,000
Higher education:	[illegible],000

Educational organization - Secondary education

7. "Elections des délégués à la conference nationale de la jeunesse: participation massive des lycéens" (Election of delegates to the national youth conference: massive participation on the part of lycee students). El Moudjahid, May 2, 1975, p. 1.

The secondary students of Algiers have chosen the delegates who will represent them at the national youth conference to be held on May 13. The choice was made democratically. The texts were scrupulously respected in every voting room, and the students took great interest in the operations.

Educational organization - Higher Education

8. Huguenin, Nicole, "Une formation au service de l'homme et du développement. Réalités Algériennes 1962-1972" (A training at the service of man and of development. The Algerian situation 1962-1972). Documentation et informations pédagogiques, 2nd quarter 1975. Paris, pp. 16 - 27.

This article describes the institutes for the technology of education created in Algeria, which are to give professional training to teachers in a new and accelerated way.

9. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The ministry of higher education and scientific research). Journal officiel (official gazette), April 4, 1975, p. 330.

Decree no. 75-53 of March 22, 1975, creating the Center of University and School Works of Tlemcen.

It specifies the center's mission, which is to carry out studies of the students' needs and to give incentive for the creation of services capable of meeting them, and to promote the development of cultural and sports activities for the students.

10. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The ministry of higher education and scientific research). Journal officiel (official gazette), April 8, 1975, p. 241.

A decree of March 13, 1975 bears on the creation of the "Centre de recherches en architecture et en urbanisme" (CRAU) (center for research in architecture and urbanism). The mission of the center is to develop applied research devoted to the study and building of socialist villages, to promote research for an architecture and an urbanism suited to the economic and socio-cultural environment, to do research into other branches of urbanism and to implement projects involving urbanism and architecture.

11. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The ministry of higher education and scientific research). Journal officiel (official gazette), April 8, 1975 p. 340.

The text of a decree of March 10, 1975, creating a center for applied economic research (CREA). The aims and responsibilities of the center are defined.

12. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The ministry of higher education and scientific research). Journal officiel (official gazette), April 11, 1975, p. 350.

The text of decrees of March 8, 1975, dealing with equivalence of diplomas. By this decree the Master of Arts diploma issued by the Columbia University is recognized as equivalent to the diploma in political sciences issued by the Algerian universities, and the Bachelor of Science degree granted by the University of Wisconsin is recognized as equivalent to the diploma of higher studies in natural sciences.

13. Junqua, Daniel. "Une université au service du développement" (A university at the service of development). Le Monde, April 13-14, 1975, p. 3 (1/2 col.).

The rector of the university of Constantine is trying to set up this formula. This university represents a test for the Algerian cultural revolution. Awaiting the completion of construction, the teaching has begun in rooms in the city. In all fields, the university has placed itself in the avant garde in order to train the staff necessary for the country in the shortest possible time.

To satisfy its need for teachers, the country has launched the idea of cooperation agreements with foreign universities. The students were among the first to participate in the volunteer work.

Within the framework of scientific research, a university center for research, studies and achievements was created in 1973.

14. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The ministry of higher education and scientific research). Journal officiel (official gazette), April 15, 1975, p. 358.

A decree of March 13, 1975, bears on the organization, at the University of Algiers, of an Arabic-language section for preparation for the "licence es-sciences economiques" (approximately equivalent to the master's degree in economics).

15. "Déclaration des étudiants de l'université d'Oran" (Declaration of the students of the university of Oran). El Moudjahid, May 2, 1975, p. 2.

On the occasion of the celebration of the international workers' festival, the university committee of the volunteer service of the University of Oran-Es-Senia declared that "the first of May, like every May first, further confirms the agony of imperialism living parasitically off the working masses."

The first of May 1975, celebrated at the university of Oran under the insignia of reinforcement of the struggle against imperialism, improvement of the living conditions of the working masses, success of the battle for production, and against wastage for a better future, was the occasion for several cultural and sports manifestations.

16. "Ministère des finances. Ecole d'application économique et financière. Concours d'accès au cycle de formation des inspecteurs principaux" (The ministry of finances. Applied school of economics and finance. Competition for access to the training cycle for principal inspectors). El Moudjahid, May 7, 1975, p. 9.

The Applied School of Economics and Finance is responsible for training, in four years of study, the higher-level trained staff of the Bureau of Finances (taxes, domains, treasuries, customs).

Admission to the first year is contingent upon having the baccalaureate degree, and candidates must be no older than 26.

In addition, to the courses given at the school, the students will be enrolled at the faculty of law and economic sciences to obtain a "licence" in law, economic sciences or financial sciences.

17. "Conférence nationale de la jeunesse: Election aujourd'hui à l'université" (National youth conference: election today at the university). El Moudjahid, May 8, 1975, p. 1.

The delegates elected by the university students to this conference will take part in pre-conferences to be held in each wilaya, to prepare themselves concretely to take fruitful part in the conference.

18. "C.N.J. Les élections à l'Université" (C.N.J. elections at the university). El Moudjahid, May 9, 1975, p. 3.

The elections held at the university of Algiers are entirely democratic; the young people designate their delegates purely by majority at the elections and in some faculties the rate of participation this year exceeded 90%.

19. El Moudjahid, May 10, 1975, p. 2.

The Ministry of state responsible for transports, and the hydrometeorological institute for training and research propose a training course for engineers, technicians and technicians' aids in meteorology. Candidates for state engineer in meteorology must have the equivalent of a master's degree in science or a D.E.S. in physics or math. The course lasts two academic years. Candidates for applied meteorology engineer must have the level of the high school diploma in elementary mathematics and their course lasts four years.

Meteorology technicians are admitted upon examination with the level of the end of the second year of secondary school and are trained for fifteen months, and technicians' aids in meteorology must have the level of the fourth year of secondary school.

20. El Moudjahid, May 11-21, 1975, p. 6.

The Ministry of Health proposes para-medical education for various paramedical specialties.

Special education

21. "Secrétariat d'Etat à l'hydraulique" (The state secretariate for hydraulics). Journal officiel (official gazette), June 6, 1975.

This is the text of an interministerial decree of May 29, 1975, describing the conditions for the selection, organization and degrees for training cycles for technicians and specialized technical agents in the field of hydraulics. The training cycles last 12 months and 13 months, and are divided into four terms. The studies are complemented by a practical training period of eight weeks, and the students must furnish a report at the end of this period, the grade of which will be averaged into their overall marks.

Teaching methods and aids

22. Mouloud, H. Ben. "Formation des enseignants par correspondance. Perspectives de l'Education. (Training teachers by correspondence. Educational perspectives).(Paris - UNESCO, vol. 1, no. 3, 1970, pp. 41-46). Documentation et informations pedagogiques, 2nd quarter, 1975.

This report is a synthesis of the author's experience in the framework of the project of instruction by correspondence instituted in Algeria. It includes a description of the experimental part of the program and a discussion of the methodology and of the first results available.

Agricultural education

23. El Moudjahid, May 6, 1975, p. 10.

The bureau of agricultural education, under the auspices of the Ministry of Agriculture and Agrarian Reform, proposes to young people a diploma in agricultural technology with specialization, in one of the government institutes of middle-level agricultural technology. Candidates must be between the ages of 17 and 30, and have the level of the fourth year of secondary school..

24. "Ain Temouchent: Stage de formation à l'intention de nouveaux attributaires" (Ain Temouchent: Training-period for new assignees). El Moudjahid, May 4-5, 1975, p. 5.

A training period is currently being held at the center for agricultural professional training of Ain Temouchent for some thirty assignees of the agrarian revolution of the region of Talagh.

The training period, which lasts one month, will permit participants to develop their knowledge in several fields, and to gain information concerning new techniques of modern agriculture, in the aim of increasing production and improving productivity. During this period, the trainers of the center will give courses on grape-growing, cereal culture, etc.

Religious education

25. "Fin de la neuvième conférence nationale des A.P.C." (End of the ninth national conference of A.P.C.). EL Moudjahid, May 13, 1975, p. 3.

Mr. Mouloud Kassim, Minister of Religious Education and Affairs, spoke on the mission of the commune on the spiritual and educational levels. He then discussed the activity of his ministry, which includes two sectors, that of religious instruction, and that of religious affairs. In this connection, he announced the imminent creation of a theological university which will provide education in the humanities and in the exact sciences.

At present, the minister specified, religious instruction is dispensed to 30,000 students.

III. LIBYA

Philosophy and theory of education

26. "Allocation of 186 million dinars for education in the 1973-75 three-year plan." Al Fajer-el-Jadid, April 9, 1975, p. 2.

In its effort to fulfill its motto of "education for all," the Libyan government has earmarked 186 million dinars for education under its 1973-75 three-year plan.

Education is free on all levels, and is obligatory until the end of preparatory school. The Libyan constitution provides that the government is to care physically, mentally and morally for young people. Thus much attention is paid to organizing summer camps, sports clubs, youth hostels, participation in national and international conferences, and various other activities.

27. "School activity." Al Fajer-el-Jadid, May 1, 1975, p. 7

School activity has added a new dimension and a new spirit to the school curriculum in Libya. Such school activity is of two kinds:

1. activity related to every subject of study;

2. extra-curricular activity aimed at encouraging creativity and at developing talents, in hopes that parents will give their children the freedom to specialize according to their talents.

28. Khashan, Mohamed. "A tour with education in our country." Al Jihad, May 9, 1975, p. 5.

The First of September Revolution in Libya revolutionized the educational movement in the Libyan Republic. The ministry of education has now devised a ten-year plan which stresses both the quantitative and the qualitative aspects of education.

Nursery schools have been given special attention, as almost none existed before the revolution.

The article mentions ten goals that the ministry aims at achieving. One of these is to begin to eradicate illiteracy by the year 1980. The article also lists the numbers of students at all levels of education.

29. "Setting up an educated population requires a teacher capable of transmitting an educational message." Al Jihad, May 9, 1975, pp. 1 & 7.

In a general meeting of the Teachers' Union in Tripoli, the following points were discussed:

- The need for a healty curriculum that harmonizes Libyan culture and nationalism.

- Setting up an educated population can be done only by an educated teacher.

- The need for educating teachers so that they in turn can shape a new generation.

- The need for teachers who are sensitive to the problems of their environment.

- The need for continuous organization of educational seminars for teachers, to keep them mentally fresh and informed.

30. "The minister of education welcomes the delegation of American students." Al Fajer-el-Jadid, May 14, 1975, p. 2.

The American student delegation visiting Libya was invited to visit the minister of education. The minister urged these students to look for themselves at the Libyan style of life and to study the progress Libyans have made in the fields of industry, agriculture and education. The minister also answered questions from the delegation concerning the nature of education in the cities and the rural areas of Libya.

31. Khashan, Mohamed. "A tour with education in our country." Al Jihad, May 26, 1975, p. 5.

This article is devoted primarily to reviewing the history of education in the Libyan Republic. It starts with education when Libya was part of the Ottoman Empire, and education revolved around Islam and was limited to the mosques. A few schools were then established to graduate male students who would be useful in the army. The most dangerous schools of this period were the missionary schools, which aimed at spreading Christianity, and at undermining the values of Islam.

Then came Italian rule, which limited access to education mainly to Italians and made the Italian language obligatory in all schools.

Later, Libya was divided between the French and the British, which further worsened the situation. This period was followed by the monarchy, which used schools for the benefit of the ruling class.

Not until the Libyan revolution of 1969 did education in Libya become democratic.

32. Warith, Mohamed Ahmed. "No, we do not want educated illiterates." Al Jihad, May 30, 1975, p. 8.

The fact that the assigned curriculum is not comprehended by students, especially on the elementary school level, is due to the futility of the teaching methods used.

The students are not the ones to be held responsible for this lack of comprehension; rather, it is the methods used in teaching, unqualified teachers, and an unclarified curriculum that are responsible.

33. "So that talents are not perverted ... there must be direct intervention by the state." Al Fajer-el-Jadid, June 3, 1975, p. 6.

Modern psychological theories hold that every individual is talented in some field. The essential thing is to discover that talent, nurture it and develop it. This article reviews various theories of intelligence and cites examples of great inventors who were misunderstood by their teachers.

The role of the family in discovering talents and encouraging them is also mentioned.

Even when talents are discovered in Libyan students, they are not developed, says the author, because the educational system is more concerned with graduating employees than with producing thinkers. This explains the country's lack of inventors and artists.

34. "The educational system and methods of improving and modernizing it." Al Fajer-el-Jadid, June 15, 1975, p. 6.

The educational system in Libya has not made great progress, in comparison with that made in other fields. To improve the educational system, the whole approach to the function of the school must be reviewed. The school has to function as a means to help children learn, experiment and discover their talents. It should also help the student make use of what he learns in broadening his mental capacities. This is possible only when the school provides teachers who can aid in such an educational process. Libyan teachers, however, are lacking in the techniques and the capabilities to undertake such an approach.

Educational organization

35. "The educational policy paid attention to the private sector, but ... " Al Fajer-el-Jadid, May 3, 1975, p. 3.

The private educational sector in Libya has an essential part to play in the plan for development. The government protects this sector, at the same time directing its educational objectives.

The problem discussed in this article is that private schools have been losing their teachers to better-paid positions

in the public sector. Private school teachers who applied to public schools were accepted, even though their contracts with the private schools had not yet expired, a situation which caused much confusion. Private schools complained to government officials, who decreed that such teachers should return to the schools of their contracts, but action was not taken until the private schools had presented their case to the press.

36. "Five million for nutrition in the coming school year." Al Jihad, May 4, 1975, p. 1.

The Ministry of Education is to allot five million dinars for school nutrition during the 1975-76 year. The minister of education has declared that school nutrition will not be spread to all the schools, but rather that it will go in particular to those students who are in need of a nutritionally adequate diet, especially in rural areas.

37. "When will the state of emergency in our homes end?" Al Fajer-el-Jadid, May 22, 1975, p. 3.

Libyan families live in a state of emergency at examination time at the end of every school year. There are many reasons for this period being difficult:

1. The students take it easy at the beginning of the school year, and thus have to work very hard during the last month.

2. The nature of examination questions is in need of revision; exam papers contain questions on material not yet covered in school, due to late school beginning and late arrival of books..

3. The nature of supervision during examinations; the proctors, instead of relaxing the students, terrify them by monitoring and suspecting their every move.

38. Khashan, Mohamed. "Schools and some of their problems." Al Jihad, June 22, 1975, p. 5.

This article reviews various school problems:

- In some schools there are too many pupils in small classrooms, while in others there are a few in large rooms;

- Equipment is often misused by the pupils, and what has been damaged is not replaced;

- Pupils complain that science subjects are very difficult, while teachers blame the pupils for not working hard enough.

- Opinions concerning examinations differ greatly.

- Teachers are asking for more encouragement and more independence. They also expect more respect from their pupils, while the latter, for their part, find that their teachers do not provide examples worthy of emulation.

Educational organization - Higher education

39. "The Union for Arab universities meets ..." Al-Jihad, April 11, 1975, p. 2.

The Union for Arab Universities, reports this article, is to hold its ninth meeting in Rabat to discuss the possibility of establishing schools specialized to serve the needs of development in the Arab countries.

Among other questions, the matter of equivalence of the diplomas granted by Arab universities will be discussed.

40. "Opening a pharmacy school in the coming academic year." Al Fajer-el-Jadid, May 21, 1975, pp. 1 & 4.

A school of pharmacy is to be opened in Tripoli at the beginning of the 1975-76 school year. The period of study will be five years, with six months of practical work during the last two years. At the beginning, the school will admit 50 or 60 students, and the most modern methods are to be used. At the end of their course, the graduates will be sent abroad to specialize. Some of these will later be employed as teachers in the same school.

4. "University ... or farm?" Al Fajer-el-Jadid, June 14, 1975, pp. 12 & 10.

This article is the text of a letter from Dr. Abdallah aby Ayash, who has been teaching at the University of Benghazi.

After earning his doctorate in advanced mechanical engineering in the U.S.A., Dr. Ayash returned to Libya to work as a lecturer at the university of Benghazi. Concerned about the great expansion in Libyan cities and the human erosion of rural areas, he wanted to do research on this phenomenon. He presented his proposal to his superior and got no definite answer. He then went to the Ministry of Scientific Research and Planning, where he got a positive reply. This step was, however, considered by his superior as an insult, and as a result Dr. Ayash was dismissed from his post.

Special education

42. "A better future for the deaf and dumb." Al Jihad, May 4, 1975, p. 5.

The Arab world in general has not paid sufficient attention to the handicapped. In some societies, families are ashamed to admit to having a handicapped child. Deafness and dumbness are among the mildest of the handicaps found. At the moment, the Arab Union for the Care of the Deaf and Dumb is organizing a campaign to educate the Arab masses concerning this handicap, hoping especially to reach the families of such children so that they will take their handicapped children to a specialist who may be able to help if action is taken in time.

43. "Recommendations of the Arab Veterinarians." Conference held in Tunis." Al Fajer-el-Jadid, May 26, 1975, p. 2.

Libya, reports this article, participated in the Arab Veterinarians' Conference held in Tunis. The following were the most significant recommendations made:

- that the quality of education in the veterinary schools be improved, and that both their academic and practicle levels be raised;
- that sections specializing in fish and fisheries be created;
- that an Arab organization concerned with animal resources be oreated;
- that pharmacological companies be founded to produce veterinary medicines.

Teacher training

44. "Training tours abroad for teachers to comprise all levels and specialties." Al Fajer-el-Jadid, May 27, 1975, p.2.

The Minister of Education is preparing to confirm various training programs for all specializations. Twelve trainees are participating in a course on teaching aids. There is also a project for training more than thirty nursery school teachers in Egypt. Various training courses are planned in both Egypt and Syria.

Teaching methods and aids

45. "Inauguration of a display of English language teaching aids." Al Jihad, May 9, 1975, p. 2.

In a celebration marking the inauguration of a display of English language teaching aids, the inspector of education thanked the people responsible for preparing the display.

One of the educators focused his speech on the interest that the Libyan government has taken in the use of teaching aids. He said that the use of such aids helps to transfer knowledge to students in an easy and rapid way which is essential in teaching a foreign language.

46. Mahmoud, Fatima. "Organization of students' enthusiasm for journalism is a must." Al Fajer-el-Jadid, May 24, 1975, p.3.

The congestion in the publication of school journals is the issue discussed in this article. The fact that so much is published reduces the quality of the publications, and thus lowers reader interest. In addition to unnecessary expenditures being made, much real talent is lost in a sea of publications.

The solution recommended by the author is that all schools cooperate to publish one good newspaper for all young amateur journalists. At the same time, every school could publish its own wall journal.

Religious education

47. Awadah, Bakr. "The Koranic schools are threatened with extinction." Al-Jihad, May 2, 1975, p. 5.

The Koranic schools in Libya are in a pitiful situation. Students study, rest and eat at their benches. The buildings are old and dark. Students frequently leave to attend the secular schools, where conditions are far better.

This, says the author, is a strange situation in a country where Islam plays a great role in the lives of the people.

Although the government has issued a decree for the building of a modern Koranic school, the project has not yet borne fruit.

Special problem

48. Abd-el-Kader, Mohamed. "The immigration of Arab Scholars and the means for retaining them." Al Raii, May 17, 1975, p. 3.

Libya, like other Arab countries, is concerned about the fact that many Arab scholars never return to the Arab world. The article discusses the means that may be used to attract these scholars, who represent a great national wealth of which the Arab world has great need.

Some of the facilities proposed to attract these scholars are:

1. The construction of special towns for scholars, where research centers would be available.

2. Locating Arab scholars and offering them jobs.

3. Facilitating governmental procedures for them.

IV. MOROCCO

Philosophy and theory of education

49. Bhombeau, Christiane. "Mille coopérants de plus" (One thousand more cooperants). Le Monde de l'education, May 1975 p. 26, (3 col.).

Morocco still counts a very great rate of illiteracy: between 60 and 70% of the population. According to Mr. Bouamoud, Morocco's minister of primary and secondary education, the five-year plan (1973-1977) is preparing for what is most urgent. It provided, both in primary and secondary schools, for a progressive and perceptible rising curve. But Morocco is suffering cruelly from a shortage of trained staff. The number of French cooperant teachers in Morocco will, at the beginning of the next school year, have risen from six thousand to more than seven thousand. This is the main result of the visit that Mr. Bouamoud has just made to Paris, and of the discussions he has had with Messrs. Rene Haby, minister of education, and Jean Laloy, director of cultural, scientific and technical results at the ministry of foreign affairs.

Franco-Moroccan cooperation in education is the most extensive of such cooperation in the countries of the Maghreb, and even in those of Africa as a whole.

50. "Sauver notre enseignement, c'est sauver l'avenir de nos générations et celui du pays" (To save our education is to save the future of our generations and the future of our country). L'Opinion, June 5, 1975, p. 6.

This article, while refraining from analyzing in detail the current educational situation in Morocco, says that there must be a general revision of the principles hitherto held, which have caused despair and disappointment to gain ground among Moroccan youth.

Is it necessary, says the author, to question the "necessity" for and the yield of this sector, which eats up one-quarter of the government's budget?

Educational organization

51. "Plan de relève au Maroc" (Plan for taking over in Morocco Jeune Afrique, no. 747, May 2, 1975, p. 67.

Franco-Moroccan cultural cooperation is to become a cooperation of training, which may explain Moroccan public opinion.

There are no more French cooperants in the primary schools; in the secondary schools there has been some effort to replace foreign teachers, but French cooperants are increasing in number. In higher education, 50% of the teaching staff is French, and 3 to 5,000 young Moroccans pursue their studies in France.

The plan to take over will require of Morocco a great effort in the training of Moroccan teachers.

Educational organization - Secondary education

52. "En marge du baccalauréat" (Notes on the baccalaureate). L'Opinion, June 18, 1975, p. 5.

The article says that with respect to the modern literature section of the Moroccan baccalaureate, two very significant anomalies have appeared.

The first arises from a technical error, or if you will from an error in evaluation. The candidates were given a text to summarize, which contained the word "acculturation" and which was to provide one of the two themes proposed as an essay subject. Only a very succinct and vague explanation of the theme was given on the copies. Again in French, the second subject was conceived in the following terms: "Do you think that a dialogue with peasants is simple?"

53. "A propos des sujets de philosophie pour l'exam du baccalauréat. Communiqué de l'Association marocaine des enseignants de philosophie." (Concerning the philosophy subjects for the baccalaureate examination. A communiqué of the Moroccan Association of Philosophy Teachers). L'Opinion, June 13, 1975, p. 6.

The subjects proposed on the baccalaureate examination, particulary the philosophy questions in the literature section, have raised a wave of discontent and of protests on the part of both the candidates and the philosophy teachers.

The AMEP bureau has therefore held an extraordinary meeting with a view to reviewing problems concerning the exams and to delineating the responsibilities with respect to results which might arise from them.

Educational organization - Vocational education

54. "L'Ecole Nationale des Postes et Communications" (The national school of the post and of communications). L'Opinion, May 23, 1975, p. 6.

The national school of the post and of communications ensures the training of engineers in the fields of the post, telecommunications and radio and television. It also provided for the training of specialized technical assistants. The teaching methods include theoretical courses, practical work and training periods in the different post and telecommunications centers, enabling the students to acquire a solid training, the effectiveness of which is verified by a continuous control of knowledge.

55. "La sucrerie de Tadla" (The sugar refinery of Tadla). L'Opinion, June 25, 1975, p. 4.

This company is developing important action with a view to ensuring its staff the work conditions most favorable to appropriate management. The refinery is aiming at stabilizing its personnel and at realizing an internal promotion which can be achieved only with planned vocational training activities. This contributes to a dynamic achievement of the interests of both the workers and the company.

56. "Nécessité de relancer l'enseignement technique" (The necessity for giving new impetus to technical education). L'Opinion, June 11, 1975, p. 5.

In order to attain economic aims, qualified staff are needed, and these are currently lacking in Morocco. Middle-level and higher-level skilled workers are required, the first, obviously, in larger numbers than the second.

In considering the number of school drop-outs, however, one finds oneself confused by the flagrant contradictions in the country's educational policy. The author of this article says that it is high time technical education was reinstalled in its former place, and reactivated.

57. "Ministère du travail et des affaires sociales, Direction de la formation. Communique" (The ministry of work and social affairs. Bureau of Training. Communique). El Moudjahid, May 4-5, 1975.

The bureau of training under the Ministry of work and social affairs has a vocational training center at El Affroun (Blida), where training is given in preparation for a certificate of vocational training of technicians in the graphics industries. Some secondary education is necessary to qualify for admission, and the specialties covered include coloring-retouching, offset printing and industrial binding.

Educational organization - Higher education

58. "Les études à l'Ecole nationale de l'industrie minérale" (The studies at the national school of the mineral industry). L'Opinion, May 26, 1975, p. 7.

The ENIM trains engineers in administration, who are destined to serve in the administrations, the public establishments and the private sector, particularly in the specialties of mines, geology, and valorization of ores.

59. "Aux futurs licenciés en droit (sciences juridiques): l'Institut National d'Etudes judiciaires" (To future bachelors of law (legal sciences): the National Institute of Legal Studies). L'Opinion, May 29, 1975, p. 5.

To make a career in the law, those holding a bachelor's degree in law are invited to follow the courses and training programs organized at this institute.

Open since November 1, 1969, under the auspices of the Ministry of Justice, this institute aims at ensuring both the training and the further training of beginning lawyers.

60. "Puissance et limites de l'analyse semantique. Thème de la conférence donnée par M.A.J. Greimas" ("Power and limits of semantic analysis" the theme of the conference given by M.A.J. Greimas). L'Opinion, May 16, 1975, p. 6.

M.A.J. Greimas, director of the group of semiolinguistic research at the "Ecole Pratique des Hautes Etudes" of Paris, gave a series of conferences to students in the third cycle of French language and literature studies on this theme.

Adult education

61. "Seminaires et stages de perfectionnement organisés par l'Office de la Formation Professionnelle" (Seminars and further training periods organized by the Bureau for Vocational Training) L'Opinion, June 2, 1975, p. 6.

Pursuing its program of action, the Bureau of Vocational Training and of Promotion of Work is organizing several training periods and further training sessions for workers already on the job.

The actions planned for June 1975 include the following fields and themes:

- technical improvement
- functional improvement
- secretarial improvement.

62. "La société d'Exploitation des Sucreries Marocaines" (The Moroccan Sugar Company). L'Opinion, June 26, 1975, p. 4.

Within the framework of training and further training of its staff, this company has, since the beginning, followed an original path, First of all, it had its staff participate in the mounting of the factory, and gave it theoretical training suitable to the firm's needs and to the degree of training of each worker. Then it pursued a training oriented toward practice. After each national sugar campaign, an increasing number of young technicians of the firm is sent to German sugar refineries, with the help of the builders. There they participate in the German campaign, accumulating knowledge and experience.

Special education

63. "L'Institut Supérieur de Tourisme de Tanger" (The higher institute of tourism of Tangiers). L'Opinion, May 15, 1975, p. 5.

The aim of this institute is to train competent staff in the techniques of production and sales, tourist reception, planning and administration of the tourist sector; to train managers familiar with modern management techniques and capable of ensuring fully the various responsibilities which may be entrusted to them.

There are two sections in the institute, the tourist section, with three options (production technique, welcome, administration and planning), and the hotel management section.

The instruction lasts two years, and takes the form of theoretical courses and practical training periods. The students thus benefit from both, general and specialized training.

64. "Ouverture depuis le 30 Mai. L'exposition organisée par les enfants du Centre de rééducation psychopédagogique Es-Salam a connu un grand succès" (Open since May 30. The exhibit organized by the children of the Center for Psycho-Pedagogical reeducation of Es-Salam has been very successful.) L'Opinion, June 10, 1975, p. 6.

At the end of the school year, the children of this center organized an interesting exhibit of the manual work they have done and of the products they have made themselves throughout the past nine months. Visitors were greatly impressed with the quality of the work done by these children.

65. Ezzouak, H. "Qu'est-il advenu du centre pour la rééducation des enfants paralysés?" (What has happened to the center for the reeducation of paralyzed children?). L'Opinion, June 26, 1975, p. 8.

The center for reeducation of children in Marrakesh used to receive a relatively large number of disabled and paralyzed children.

It was a good idea, which unfortunately did not last long, since one no longer hears anything of this establishment, despite the noble role it played.

What has happened to this center, the author asks.

Was it itself unadapted to the work conditions, or did the authorities themselves need some reeducation?

66. "Distribution de prix à l'OAPAM à Casablanca" (Distribution of prizes at the OAPAM in Casablanca). L'Opinion, June 29, 1975, p.2.

This article mentions the distribution of prizes at the Alaouite organization for the protection of the blind of Morocco (OAPAM). The center takes care of both young and adult blind people. For the young it provides primary, secondary and higher education, Sixty boys and twenty-three girls attend the school, and both boarding students and non-boarders receive their tuition and meals free of charge.

Teacher training

67. "Voulez-vous devenir professeur de 2eme cycle de l'enseignement secondaire?" (Do you want to become a teacher in the second cycle of secondary education?). L'Opinion, June 13, 1975, p. 5.

The director of the Higher Normal School announces that 300 trainers are to be recruited from among those with the equivalent of a bachelor's degree for one year of theoretical and practical pedagogical training to become teachers in the 2nd cycle of secondary education.

68. "A la délégation de l'enseignement primaire et secondaire" (To the delegation of primary and secondary education). L'Opinion, June 17, 1975, p. 8.

Following a ministerial circular according to which it has been decided to organize further training courses for teachers, some of the assistant inspectors who were to carry out this training free of charge have refused on the pretext that the spirit of the circular was changed completely by a note from the delegation which made the training period obligatory, while the inspectors would like to have organized the work sessions themselves.

Agricultural education

69. "L'Ecole agricole de Zrayeb" (The agricultural school of Zrayeb) L'Opinion, May 27, 1975, p. 8.

The agricultural school of Zrayeb is a center for the training of agricultural agents. The article complains that the school, whose ambition it is to train 200 such agents, is now attended by only fifty trainees, and that it is the object of directorial indifference. The author expresses the hope that the authorities will concern themselves with the case of this establishment, giving it a loan which could enable it to meet its material needs, and assigning it qualified and sufficient personnel.

Special problems

70. "100 élèves renvoyés" (100 students dismissed). L'Opinion, June 18, 1975, p. 7.

This article expresses confusion and distress at the fact that the class councils recently held in the one lycee located in the Yacoub El-Mansour neighborhood led to the dismissal of 100 students.

V. TUNISIA

Philosophy and theory of education

71. Fatnassi, Hamed. "L'enseignement des sciences physiques dans les classes du 1er cycle" (The teaching of the physical sciences in the classes of the first cycle). An Nachra At-Tarbawya, no. 4, 1975, pp. 5-6.

The modernization of mathematics instruction has given encouraging results, but while it does meet the requirements of the present-day technological movement, it has revealed a certain disequilibrium in the training of the students in mathematics and the experimental sciences. The tendency to abstraction is developed at the expense of the faculty of seizing phenomena of a physical nature. The program of the physical sciences in the first cycle will be primarily experimental, based on observation and manipulation. It will make it possible to develop in the student a sense of the concrete, and the faculties of abstraction. The introduction of this type of teaching in the first cycle will make it possible better to distinguish the aptitudes of the students by diversifying the criteria of orientation.

72. Grisar, Marc. "Une application de la méthode SGAV à l'enseignement du français en Tunisie" (An application of the SGAV method to French teaching in Tunisia). An Nachra At-Tarbawya, no. 4, 1975, pp. 7-13; no. 5, pp. 27-39.

French courses should form a coherent whole the point of departure of which is the lesson in oral expression, and the end result of which is the lesson in written expression, passing through lessons in writing, language and spelling. The written language cannot be assimilated unless the spoken language has been acquired. Dialogue is advantageously framed by the tape recorder, which is the basic and main tool of the SGAV (SGAV = "structuro-globale audio-visuelle") method. The image is the second tool. The article gives an idea of the conduct of a lesson following the SGAV method from the presentation of the dialogue to the creation by the students of a situation which is analogous to but different from the situation used as a support and a point of departure.

The second part of the article gives examples of some situations.

73. "Coordination math-physique" (Coordination between mathematics and physics). An Nachra At-Tarbawya, no. 5, 1975 pp. 4-15.

The aim of the seminar on math and physics held in Jerba (Sept. 5 - 11, 1974) was to reflect on the use of modern math knowledge in the physical sciences, and to make concrete proposals for a better harmonization of instruction in the two subjects. In the preliminary sessions, the organizers analyzed the programs of physical sciences, revealed the corresponding mathematical themes, defined their content and discussed the methods of the group work.

The themes finally chosen concerned approximate calculation, vectors, graphic representations and calculation techniques. At the end of the seminar, the organizers analyzed the reports of synthesis drawn up by the groups. A general report was prepared.

74. Mme. Guiga, and Mr. Morel. "A propos de la méthode 'La France en direct!'" (Concerning the method "La France en direct!"). An Nachra At-Tarbawya, no. 5, 1975, pp. 22-26.

The adaptation of "La France en Direct" as the teaching method used in the first year of secondary school is criticized from two standpoints: the aspect of constraint, and the absence of creativity and of personal expression on the part of the students.

The "ideological content" is sometimes called reactionary.

The adaptation of this method in the first year is aimed at not teaching French, so that it may be a factor of selection. The fact of teaching the language in foreign situations appears reactionary to some, but in fact it is the normal situation for learning a foreign language. The students cannot be kept ignorant of everything which does not fall within their normal sphere. The risk of cultural assimilation exists, as it is inherent in the teaching of any foreign language, but the risk is less great for pupils in the 1st and 2nd years. What is more, the situations represent the real French situation, and not an idealized picture. The dialogue provides the possibility of showing the diversity of attitudes. Occidental cultural attraction is a problem but it is not one which would be avoided by a method of French teaching which was artificially cut off from the French situation.

75. "Les jeunes et la famille tunisienne (journées d'étude, Hammamet, 1-2-3 mai 1974)" (Young people and the Tunisian family (study days, Hammamet May 1-3, 1974). In Bulletin de liaison et d'information de l'Institut National des Sciences de l'Education, March-April 1975.

In this issue, one article concerns research done on the family and education, another treats discipline at school, and a third studies the motivations of the students of the military lycee for the military career.

76. "Revue Tunisienne des Sciences de l'éducation, no. 2" in Bulletin de liaison et d'information de l'Institut National des Sciences de l'Education, no. 16, March-April, 1975, p. 2.

This article gives a summary of the contents of the Revue:

- A critical report: training and further training of primary school teachers.
- Critical analysis: the contents of the school programs of the primary schools.
- An experiment in initiation into the analysis of pedagogical situations.

- An evaluation of an experiment in primary education, 1972-73.

- An experiment in preparing children for the three basic learning processes (reading, writing, arithmetic).

- School tests of knowledge.

77. Mzali, Mohamed. Wughat nazer. Tunis, STD, 1975, 272 pp. (in Ibla, 1975/2, no. 136, pp. 341-344).

The 46 editorials gathered in this work appeared between October 1969 and July 1974 in the review Al-Fikr. They find unity in the concept of culture joined with that of education. The present approach gives itself to an analysis of certain primary traits. The pair culture-education accords priority to the formation of the mind, without forgetting that of the will. The pair education-culture accords priority to the formation of the will, without forgetting that of the mind.

78. "M. Guiga préside l'ouverture du seminaire d'orientation et d'information scolaires et universitaires" (Mr. Guiga presides over the opening of the seminar on school and university orientation and information). L'Action, April 20, 1975, p. 2 (1/2 col.).

This seminar was organized under the auspices of the "Office National des Oeuvres Universitaires" (national bureau of university affairs). Its aim is to develop new formulas for orientation and information in the educational field. The results will make it possible to prepare recent baccalaureate-holders to meet the new requirements of higher education. Considering the importance of technical instruction, the programs of this domain should be reorganized in such a way as to meet the needs of modern life. The minister emphasized the necessity of creating an orientation bureau which could depend upon the minister of education or the ONOU.

79. Labassi, A. "Enseignement: une explosion bien canalisée. Opération quantité: accomplie. Pour une qualité meilleure" (Education: a well-chanelled explosion. Operation quantity: accomplished. Toward better quality). La Presse, June 1, 1975, p. 12 (1 p.).

Since the country attained independence, the rate of school enrollment has risen from 56.44% to 193.1% (sic) of the population as a whole. The quality of the instruction is now the object of the authorities' attention. The instruction must be made more effective, hence the revision of the policy in this sector so that it can meet the country's real needs.

The report given in this article traces the nation's accomplishments in the field of education and indicates the pedagogical experiments done in the cycle of primary education (administrative management, training, pedagogical methods, pedagogical renovation), in secondary education and in higher education.

80. Hamrouni, Mounira and Boubaker Nouar. "Les mathématiques modernes, un facteur déterminant dans la vie de l'homme de demain" (Modern mathematics, a determining factor in the life of the man of tomorrow). Dialogue, no. 42, June 23, 1975, pp. 10-11
no. 43, June 30, 1975, pp. 10-11
no. 44, July 7, 1975, pp. 6-7

Since independence, Tunisia has devoted more than one-third of the state budget to education. The ten-year plan 1958-1968 made possible a quantitative improvement. The 1968 reform gave rise to a qualitative readjustment.

The authors of this study propose the introduction of new activities at primary schools, activities which would train reasoning powers and a spirit of discovery: modern mathematics.

The analysis done on the pedagogical and practical levels, as well as on the level of repercussions on the development of society, show the validity of the hypothesis. The first part of the article concerns the teaching methods, the second the experimental aspect and the third the conquest of knowledge.

Educational organization

81. "Le 'boom 1969' qu'a connu l'enseignement primaire se répercute sur le secondaire" (The "1969 boom" in primary schools reflected in the secondary). La Presse, June 1, 1975, (2 col.).

The year 1969 marks the year in which all, or at least most of the population of six-year-olds was enrolled in school. Thus in this 1975 school year there is a new "boom" of entrance into the secondary schools. Several things have been done to face this explosion: 12 schools of the first cycle of secondary education have been opened; new schools have been transformed into lycees, primary schools have been remodelled. The examination centers have been made more numerous, as have the correction centers.

Only the age factor counts in orienting students toward long secondary education or professional secondary education, but the number of students oriented toward the professional branches is distinctly less than that in long secondary teaching, because of the limited number of work opportunities.

Educational organization - Primary education

82. Skanji, Salem. "Décentralisation culturelle. L'école primaire de Furna; un exemple d'éducation intégrée" (Cultural decentralization. The primary school of Furna: an example of integrated education). La Presse, April 24, 1975, p. 3 (1/2 col.).

An experiment in musical initiation has been attempted in this school. It will permit the consolidation and preservation of the cultural heritage of the region, as well as a better dialogue among young people. The school will be seen as a place where tasks are distributed harmoniously. A partial reform of the educational system is necessary to balance the various intellectual, artistic and professional trainings starting at an early age. This

experiment, which involves the students of the 4th, 5th and 6th years, with two hours of theoretical studies and four hours of practical exercises, merits being spread and studied in detail.

Educational organization - Secondary education

83. "'Al Fikr' et le problème de l'enseignement de la philosophie" ("Al Fikr" and the problem of philosophy teaching). La Presse, April 15, 1975.

In an editorial in this newspaper Mohamed Mzali, Minister of Public Health, raises a very pressing problem, that of the crisis in philosophy. The subject is taught in the French way, while the problem of philosophy instruction does not take the same form in Tunisia as in France; and even if it did, it would not be susceptible to the same solutions.

Philosophy instruction is given to inculcate in young people a sense of their duties. And yet certain teachers practice a "cultural rape of the children" and impose upon them ideologies which will mark them.

84. "M. Driss Guiga préside l'installation de la cellule de l'enseignement secondaire de Tunis" (Mr. Driss Guiga presides over the installation of the cell of secondary education of Tunis). La Presse, May 10, 1975, p. 5. (1/2 col.).

On this occasion, various questions were discussed. They concern the participation of teachers in the execution of new reforms, the creation of professional cells, the relations of these cells to the syndicate, and the teachers' role.

With respect to the reform of the educational system, the minister indicated that it is preferable to advance in stages. Arabization too can only be accomplished in this way.

85. Hammada, D. "Concours d'entrée en 1ere année de l'enseignement secondaire. Demain 162,809 élèves prendront le départ" (The competition for entrance into the 1st year of secondary education. Tomorrow 162,809 students will begin). L'Action, May 30, 1975 pp. 1 & 2.

Out of a total of 900,000 students in primary education, 162,809 are taking this examination. They will be judged mainly on their method and on their way of expressing and using their knowledge. The number of examination centers and the number of correction centers have been increased to avoid long trips, and because of an increase in the number of candidates.

With the practical improvements that have been made, and with the advent of the computer, the authorities in primary education promise to announce the results before June 28. A table given in the article indicates the distribution of students by governorate.

86. "Les examens du baccalauréat ont commencé hier. 13,825 candidats à l'epreuve" (The baccalaureate examinations began yesterday. 13,825 students being tested). La Presse, June 9, 1975 pp. 1 & 5.

The baccalaureate represents the crowning of seven years of secondary studies. Despite a perceptible increase in the number of scientific candidates, the literary students still predominate.

Professional secondary lycees are also now giving their school leaving examinations. There are 2,036 students graduating. Thus there has been a strong increase in the technical branches as well as in the economic options within the last ten years.

87. "13,825 candidats à l'epreuve" (13,825 candidates being tested). La Presse, June 10, 1975, p. 5 (1/2 col.).

For the baccalaureate, which ends the seven years of secondary-level studies, there has been a perceptible increase in the number of scientific candidates, but the students in literature continue to predominate.

With respect to the diplomas of the end of secondary studies, granted to lycee students in professional education, there has been a real jump in the technical and economic branches (3,502 candidates, as opposed to 134 candidates 10 years ago).

The results will be given more rapidly than in previous years, thanks to the computer of the ministry of education, and also thanks to the creation of three correction centers.

88. Chaouachi, Alya. "Le baccalauréat cette année" (The baccalaureate this year). Dialogue, no. 41, June 16, 1975, pp. 26-27.

13,823 young people are taking the baccalaureate examination this year. In this article, students from both sciences and letters sections speak about the exam they have just taken.

89. "42,240 élèves en première année de l'enseignement secondaire pour la prochaine rentrée" (42,240 students in the first year of secondary school next year). L'Action, June 19, 1975, p. 4 (1/2 col.)

Mr. Ahmed El Ayed, director of primary education, gave a press conference in which he specified all the aspects of the competition for entrance into the first year of secondary school, and spoke of the different improvements that have been made in its organization on all levels. The percentage of students admitted, which corresponds to the aims set by the ministry, amounts to 26.5%. Mr. El Ayed specified that the ministry of education has taken all measures necessary to prepare the school structures for the candidates admitted.

Educational organization - Vocational Education

90. El Amal, May 27, 1975, p. 3.

This article consists of a letter sent from Bizerte by Ahmed Farah. A professional lycee, he says, is planned at Menzel Jemil to satisfy the region's needs in middle-level technical staff.

Construction has just begun, and the entire project is to cost 700 thousand dinars. It is a project which will be useful not only for Menzel Jemil, but for the entire governorate of Bizerte, as it will make it possible to satisfy the needs of the entire industrial zone of Bizerte - Menzel Bourguiba in such personnel.

Adult education

91. "M. Mohammed Ennaceur, Ministre des Affaires Sociales à Sfax: Le Ministère est disposé à créer les structures de la formation continue " (Mr. Mohammed Ennaceur, Minister of Social Affairs, in Sfax: "The ministry is ready to create the structures for further vocational training"). El Amal, May 27, 1975, p. 2.

The second foundation of the country's social policy, says the minister, is to open new horizons to the worker so that he may achieve his hopes for vocational training, and subsequently improve his situation and increase his production capacity. The minister affirmed that the ministry was agreeable to creating the necessary structures for further training, either through courses or training periods, as every firm which makes efforts for training or further professional improvement is reimbursed for its expenses from the tax on professional training, and harvests the fruits of the qualifications its workers acquire thanks to such training.

Special education

92. "La notion du planning familial dans les programmes de l'enseignement secondaire" (The idea of family planning in the programs of secondary education). La Presse, May 6, 1975, p. 5 (2 col.).

Mr. Mohamed Sayah, the delegate-minister under the Prime Minister, presided in Nabeul over the opening of a program of study days concerning the integration of family planning education into the secondary education programs. These days follow upon those organized in Sousse, devoted to seeking the best formula for integration. The formula finally adopted was to enlarge the instruction in the existing disciplines by including in them the idea of family planning. The present days are being held to prepare the technical dossier for the application of this formula.

In a speech, Mr. Sayah discussed the options and the orientation of the education policy of the country, the role of the school, and the necessity for constant readjustment of the programs as a function of the needs of development.

93. "L'éducation artistique à la recherche de nouvelles méthodes pédagogiques" (Artistic education in search of new pedagogical methods). La Presse. May 9, 1975, p. 14 (1 p.).

A colloquium was organized at the Carthage lycee on the theme "artistic education and society" by the Ministry of Education and the French embassy. In the conferences and discussions, much emphasis was placed on the problems and the pedagogical methods of artistic education. Three French teachers discussed their experience, and an attempt was made to compare the situation in Tunisia with that in France.

Following the colloquium, the newspaper "La Presse" organized a dossier on the subject. Mr. Makni, professor of artistic education and pedagogical advisor at the ministry of education discussed the situation and the history of this education, and showed how it is conceived at the ministry.

The last part of the dossier is devoted to describing a sample lesson at the El Omrane lycee.

94. "M. Mohamed Mzali dans un discours prononcé à l'OMS. L'ambition de la Tunisie aujourd'hui est d'intégrer l'éducation en matière de population dans les milieux scolaires, ouvriers et agricoles" (Mr. Mohamed Mzali in a speech given at the WHO. "Tunisia's ambition today is to integrate population education into the academic, work and agricultural environments). La Presse, May 25, 1975, p. 9 (3 col.).

At the work of the 28th session of the WHO, Mr. Mzali, Minister of Public Health, gave a speech in which he drew a picture of the progress made by Tunisia in this field. He emphasized the line followed in the field of family planning, and training of medical and paramedical staff. Tunisia's ambition is to integrate population education into the school environments, so as to bring to the citizens a knowledge of questions of population and enable them to behave as conscious and responsible citizens.

In order to face the shortage of medical staff, an important effort has been undertaken in this field (faculties of Sfax and Sousse).

95. El Amal, May 27, 1975, p. 9.

The announcement has been made of the opening of a national institute for political studies. The director of the Destour Party, Mohammed Sayah, emphasized the importance accorded by the Political Bureau to the training of political staff on rational bases. He declared that the party has, with respect to the training of partisans and of young people, decided on the creation of this institute as of next October. A large part of the programs will be devoted to higher studies in political science, in conformity with the method peculiar to the Socialist Destour Party. This national institute will complement the regional-level activity of the Bourguiba Youth Schools.

Arabization and Bilingualism

96. Fontaine, Jean, and Thérèse Brechoux. "Documents sur le problème de l'arabisation" (Documents on the problem of Arabization). Ibla, no. 136, 1975/2, pp. 299 to 321.

The problem of Arabization has its roots in both the far and the near past. This article attempts to give a view of certain data concerning the problem of Arabization from the viewpoint of Tunisians, as it has been pointed up during the years 1970-71 and as it has been completed by the official positions in 1971.

The first part gives a series of documents from the winter of 1970-1971 and provides exhaustive references. The second part gives an excerpt from the president's speech, an excerpt of an interview with the Minister of Education to l'Action, and a declaration of the same minister before the presidents of the Arab universities.

Special problems

97. Horchani, Moncef. "Les maîtres et les classes de rattrapage" (The teachers and special courses for late beginners). An Nachra At-Tarbawya, no. 6, 1975, pp. 7-10

The subject of special courses for late beginners has often been discussed this year. A seminar on the problem gathered together a large number of school heads for one week. Meetings were organized, Both partisans and critics of the classes are numerous, and the arguments on both sides are equally valid. The problem is a very complex one.

The ministry is intending to make the classes universal, but the school principals run up against a certain reticence on the part of the teachers. Out of 26 teachers questioned, the majority do not want to handle these classes.

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